EXAMINING EXPERIENCES THAT DEVELOP RESPONSIVITY IN PRACTITIONERS

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Abstract

This thesis has been produced to meet the requirements of Brock University's Masters of Education program. It is the result of many peoples' reflections on and beliefs about the act of teaching in today's world.

This manuscript is intended to provide the reader with an engaged interpretation of the dynamic field of teaching. In recognizing the ever-changing demands of the profession, this paper serves to provide the reader with a gathering of strategies or paradigm of action which an educator may employ to respond to the demands of his/her complex vocation. This gathering of strategies represents the phenomenon I have examined throughout this study: responsivity. What is it? Is it important for a practitioner to develop? If so, how can it be developed?

In no way is this an "answer book" for teachers to adhere to. It is a collection of thoughts and ideas from an array of "insiders" who have experienced the phenomenon of responsivity. It will not provide the reader with immediate answers. What it will offer the reader is a deeper understanding of the related issues and concerns surrounding responsivity.

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CHAPTER ONE: INTRODUCTION

Approximately 4 1/2 years have passed since I first experienced the phenomenon of responsivity which I have chosen to examine more deeply. During that time I was forced to participate in a mandatory special needs placement as part of my undergraduate degree requirements. I was pushed into a situation that, at the time, I felt I was not ready for, but something got me through. I had the ability to deal with a situation that was new, unclear, and painstakingly nerve-racking for me. How did I manage? I had the ability to respond to the situation with an appropriate sensibility. While actions were informed (but not guided) by theories, philosophies, and models I had learned in my first 3 years of schooling, it was something else that pulled me through.

The first day I met my placement partner (Wes) was a memorable experience. I was a 21 year-old, third-year physical education student forced into a course required placement with a 16 year-old male with Fragile X Syndrome. I was to take Wes to the local YMCA and show him around. Thinking like the pompous young man I was, I asked myself, how hard can it be to show a kid around the "Y"? Just let him do anything he wants and things will be fine. If he happens to "get out of hand" I will just be firm with him and "put him in his place." To say the least, the experience was an eye-opener for me.

Wes was not receptive to my firm commands--my wonderful teaching tactic was already "out the door". So now what do I

do? I am responsible for a "kid" that I hardly know, who is quite content doing anything he pleases. I could have quit and searched for a new, more "manageable" placement partner, but the challenge was too inviting for me. There was something about Wes that invited me to invest time in him. I am thankful that he has this quality for he has taught me much about myself and the phenomenon I have decided to gain a deeper understanding of by undertaking this research endeavour.

As I became closer to Wes I began to realize that I could not always go into our meetings with concrete ideas of how our time together would unfold. I had to be flexible; I never knew what Wes would be interested in doing; his interests could change instantly. Eventually the best approach I could take was to realize that I would have to "strategize-on-the-spot." In many situations the path I would take when working with Wes was made as I walked it. I had to learn to live in the moment, and respond to the demands/needs that Wes had placed on me at that time. Having realized this, I could offer Wes a more meaningful experience during our time together. Whether at the Y, in the classroom, his home, regardless of the setting, this method was the best approach I could take to insure that his needs were met. Eventually I determined that this strategy could be an effective approach, portable to any type of teacher setting. Regardless of the subject, grade, or level of the learner, an educator must learn to be effective in

unfamiliar territory. Not until then can he/she ensure that the best learning environment exists for all his/her pupils.

Approximately one year later I began my fourth-year honours thesis. I decided that I wanted to have a better understanding of the life Wes lives. What is his life-world really like? Having a better understanding of his world, I also developed a better understanding of his Syndrome and the implications it has for interacting with Wes (especially in a physically active setting--the YMCA). I realized that I had the capability to deal with unique, unclear situations--my notion of responsivity was born. I have a genuine interest in this phenomenon because it is grounded in my own experience. I see its value and wish to share it with others.

From day one I have had an interest in getting an insider's perspective on this phenomenon which I call responsivity. While I am coming from a specific orientation, I am also seeking to understand more deeply how responsivity is experienced and what it means to those who experience it. Having experienced the phenomenon, I realize the possibilities it has for education. I believe that having a better understanding of responsivity can lead to better teaching practice--it can contribute to learning. Having realized this I decided I would like to investigate this phenomenon and the experience of others who have encountered it.

I have done this by examining the literature that

relates to the phenomenon and by interviewing and collecting written narrative accounts from others who have experienced the phenomenon. The examination of the literature provided a frame of reference for the data I received from my informants. There are terms which are used frequently throughout the literature review, and sporadically throughout the rest of this paper--for the purpose of reader facilitation a list of definitions is offered in Appendix D, Definition of Terms.

This research also aimed to fill some of the holes in the literature regarding responsivity. I said earlier that I have examined the literature that related to the concept of responsivity. I deliberately use the term "related" because while there is very little literature specifically on responsivity, there are theories which are related to it. Nonetheless, this research has addressed what I believe to be a gap in the literature.

The following section (problem statement) will give you an idea of the direction this study takes. The review of literature follows, with the intention of providing the reader with an overview of the related literature. This review precedes the methodology which gives you a detailed account of "how" this task was undertaken. The results of the study are then presented, acting as a prelude to the discussion thereafter.

Problem Statement

The intention of this study was to examine experiences that develop responsivity in practitioners. To do so, more than one question had to be addressed.

How is responsivity experienced, observed, and manifested?

Can responsivity be learned? If learnable, what experiences develop responsivity? Are these experiences "critical"--what makes them so?

Are teachers, preservice and inservice, capable of learning to be responsive?

How do we encourage the development of responsivity in both preservice and inservice practitioners?

Can experiences that develop responsivity be offered in preservice and inservice educational programs?

What kinds of models might be appropriate for preservice and inservice professional development?

CHAPTER TWO: LITERATURE REVIEW

The literature in five subject areas was reviewed for the purpose of this study:

1. Reflective practice;
2. Critical theory;
3. Practitioners (preservice and inservice)--what are we preparing?;
4. Special populations and the existence of a Least Restrictive Environment (LRE)--what demands does this place on the educator?; and
5. The larger responsibilities of reflection and critical theory--social action.

These five areas have been chosen to provide an overview of the literature related to the notion of responsivity--a trait that is characterized by an ability to deal with unique, unclear situations in an effective way, an ability to respond to the diverse demands of practice while meeting the needs of all students. It is my belief that responsivity leads to effective teacher action--action that unfolds when practitioners respond by doing better than they know how given their theoretical and experiential background.

The first two topics outline what many see as invaluable for both inservice and preservice teachers. The third topic will provide what the literature outlines as the dissonance between what is being learned in preservice programs and what is needed. I have decided to include the fourth topic to supply the reader with a particular context

in teaching--the Least Restrictive Environment. This section is intended to show the dynamics and diversity of the "real world" of teaching. I believe having an understanding of the demands that the LRE philosophy places on the educator will give the reader a better understanding of the kind of learning environment we might work toward. Lastly, the fifth topic has been included as an example of the larger responsibilities that educators have in their work-world; a responsibility for which preservice programs must help them prepare: social action.

Reflective Practice

We are left with the reality that many teachers, both inservice and preservice, do not understand the lived experiences of people, possibly because they do not reflect on their own (Connolly & Adams, 1995). Many of these same teachers lack the ability to deal effectively with situations or problems that were not covered in their preservice program. Situations that are unique, or situations that cannot be handled solely by applying theories or techniques learned in class or through their readings, can pose problems.

The ability to strategize on the spot is a skill that educators must develop. They must be able to respond to these new situations competently. To do so, teachers must be able to improvise, invent, and test strategies of their own devising; but, how does one develop an ability that was not emphasized in one's preservice program? Skilful professional

practice often depends less on factual knowledge or rigid decision-making models than on the capacity to reflect. Reflective practice may provide an answer.

Advocates for the value of reflective practice are not new in the literature (Connolly & Wood, 1992; Dewey, 1933; Hellison & Templin, 1991; Noddings & Shore, 1984; Schon, 1983, 1991). Connolly and Wood (1992) define a "reflective practitioner" as a person who participates in a rigorously honest examination of baggage and assumptions and is empowered by the process. A reflective practitioner is empowered by the process because he/she has a better understanding of the factors which inform the way he/she teaches. Dewey (1933) recognized two different types of teacher action, "routine" and "reflective". Routine action is characterized as being guided by impulse, tradition and authority, while reflective action aims at active, persistent, and careful consideration of any belief or supposed form of knowledge that informs your teaching. In other words for Dewey (1933, p.9) reflection referred to "assessing the grounds of one's belief", the process of examining the assumptions by which we justify our feelings, thoughts, and/or actions.

Problems in the classroom do not present themselves as well-formed structures. They may be unique, unclear, or produce conflict among values for the teacher. Schon (1991) terms these three different situations (unclear, unique, and value conflict) as the "indeterminate zones of practice."

For example, a Jewish teacher who is forced to present theories pertaining to the nonexistence of the Holocaust most likely would be in a situation that produces a severe conflict in his/her values. He/she may not know how to deal with the situation in a way that is consistent with his/her values. What do I do now? How do I teach something I feel so strongly against? What does this do to my value system? The questions flow freely, the answers much less so. For educators to deal with these types of situations they must call upon a type of artistry that was not taught in their preservice program. Teachable techniques are devised that allow practitioners to go beyond the knowledge derived from theory and implement this form of professional artistry, which is understood in terms of reflective practice or according to Dewey (1933), reflective action. Reflective practice can foster the spirit of inquiry in student teachers and novice teachers (Mezirow & Associates, 1990). In fostering this sense of inquiry, teachers begin to see themselves as researchers who try to understand their students and their students' experiences or perspectives. These types of teachers, according to Williams (1992), quickly move away from pedagogical techniques toward a thoughtfully responsive and reflective way of teaching usually found in more experienced teachers. Or as Grimmett and MacKinnon (1992) would say, they develop craft knowledge or occupational savvy. Noddings and Shore (1984) speak to reflective consciousness and intuition. Intuition is seen as

more than mere sloppy thinking. It is seen as a type of knowledge and/or wisdom that has been used to explain human behaviour, creativity, communication and other phenomena. Noddings and Shore's (1984) notion of intuition seems to parallel Schon's notion of professional artistry. It has been an area of interest that until recently has received relatively little attention. However, the general public, and to a lesser extent, some segments of the academic community are ready to listen to such an explanation of human behaviour involving a nonlinear, nonrational component. Noddings and Shore (1984) state that a wedding of intuitive and rational modes of thinking in the classroom could greatly enrich formal education.

Connolly and Wood's (1992) notion of reflecting back is similar to Schon's (1983) concept of reflection-on-action. A mental reconstruction of a past event can be a useful technique for an educator to put actions and events into a clearer perspective. Thus their future teaching actions will be better informed--they can move forward. Schon (1983) also proposes that practitioners can reflect-in-action, a second component of reflective teaching. This type of reflection is characterized by the practitioner interpreting, analysing, and providing solutions to complex and situational problems during an action, and ultimately providing a quick effective response. This specific type of reflection may be particularly useful for practitioners dealing with situations that are new to them, unclear, or confusing.

Reflection of this nature informs the teacher such that he/she acts in a way that is responsive to the demands of the moment. Reflection-in-action may provide an avenue for the teacher to take in dealing with situations that require immediate action.

Hellison and Templin (1991) also define reflective practice in similar term as the previously mentioned authors. Similar to Connolly and Wood's (1992) notion of reflecting back they see the importance of asking two questions: (a) What is worth teaching?, and (b) Is what I am doing working? Many teachers rely on the same teaching techniques year in and year out. A reflective practitioner will not allow him/herself to fall into this trap. Regularly answering the two questions outlined above will provide the teacher with the opportunities to teach effectively every year. Implicit within the second question is an element of action. If the teacher decides that what he/she is doing is not working, he/she may have to change things immediately (reflection-in-action), and at a later convenient time, "sit down" and think things over (reflect-on-action). Once again, in Connolly and Wood's terms, "reflecting back" will help the teacher "move forward".

In short, most authors speak to a type of artistry or intuition as being important in dealing with situations that are problematic. They do not provide a prescription or rule-book to follow, but instead, speak to the notion of dealing with a situation calling on something above and beyond

his/her knowledge derived from theory. This "something" is understood in terms of reflective practice.

Critical Theory

In the simplest of terms, critical theory is a form of social or cultural criticism based on the examination of the relationship between knowledge and power. The following quote provides an elaboration of this definition.

> Critical theory is informed by multidisciplinary research, combined with an attempt to construct a systematic, comprehensive social theory that can confront the key social and political issues of the day. The work of critical theorists provides criticisms and alternatives to traditional, or mainstream social theory, philosophy and science, together with a critique of a full range of ideologies from mass culture to religion. At least some versions of critical theory are motivated by an interest in the emancipation of those who are oppressed and dominated. Critical theory is thus informed by a critique of domination and theory of liberation. (Kellner, 1989, p.1)

Practitioners working within a positivistic orientation tend to value objective knowledge. Their interests lie in defining law-like propositions that are empirically testable. This approach is based on the assumption that knowledge is objectified, and value free. Theorists working from the "constructivist" paradigm see the part that humans have in constructing and interpreting knowledge. Humans do not merely act upon the world, they act within their social world. Realizing the difference individuals can make in constructing knowledge, critical theorists take the constructivistic perspective one step further. Since knowledge is constructed by different facets, groups and/or

individuals of our society, it has the potential to oppress certain groups of people while increasing the domination of others. Critical theorists acknowledge the relationship between the construction of knowledge and power. They seek to expose that which is oppressive and dominating while analyzing, through critique, the trends that continue to be followed by our society. Whom do these trends serve? Whom do these trends oppress? In asking these types of questions, critical theorists seek to uncover underlying assumptions, interests and values, motives, and implications for action to improve the human condition (Schubert, 1986).

Critical Theory has implications for all domains of education; physical education is no exception. Although Critical Theory is still in its early stages of development in physical education, seminal work does exist. We lack a critical tradition, and tend to view conflict and criticism as always destructive and intensely personal. Physical educators seem to be more concerned with following trends than showing that they can fit whatever role society requires of them, or becoming socially responsive (Kirk & Tinning, 1990). This is a concern worthy of more attention, for as educators we must always be pursuing the most empowering approach to teaching. We must develop a critical pedagogy based on the premise that teachers and students should examine issues related to physical education and sport and question the taken-for-granted assumptions and practices. Few examples of such a pedagogy exist (Kirk &

Tinning, 1990).

Kirk and Tinning (1990) provide Hellison's 1985 model where students are asked to be reflective as an example of the aforementioned pedagogy. His work focuses on individual development leading to local social change. Hellison does not always engage in larger political agendas, but his model is said to have high credibility because his work is field based.

Another credible model is that of action research. Action research is a collaborative, participatory process in which participants attempt to improve a situation by improving their understanding of what is occurring (Kirk & Tinning, 1990). Although most examples of action research in physical education are related to preservice and inservice education of teachers, the model could be used to foster critical discourse in physical education classes (Bain, 1990a).

Consistent with Kellner's (1989) belief that critical theory is informed by a critique of domination and theory of liberation Shor and Freire's (1987) notion of a pedagogy for liberation maintains that liberating the classroom from the traditional constraints of education will ultimately free the learners, exposing them to the empowering process of hegemonic critique--a process in which the learners examine themselves and their relation, not only to the classroom, but to society. "Critical education has to integrate the students and the teachers into a mutual creation and re-

creation of knowledge" (Shor & Freire, 1987, p.8). Knowledge is not created and or re-created by students and teachers in their classrooms. Instead knowledge seems to be created by researchers, textbook writers, and official curriculum committees who are removed from the classroom--those who ultimately create curricula that have the potential to reinforce domination. By recognizing that knowledge is a social construct one may understand how the knowledge seen as valuable by curriculum committees may not be seen in the same light by the students and teachers of the everyday classroom. Students must develop an awareness of oppressive structures, for oppression is most forcefully reproduced when "the subordinates" accept their social position/status as natural, necessary or inevitable. The task of critical pedagogy is to increase our self-consciousness, to strip away distortion, to discover structures which manifest oppression, and to assist the oppressed in creating new ones (McLaren, 1995).

The top-down, transfer-of-knowledge approach is no accident or mistake. It is an approach to education that has evolved deliberately, for it is the most suitable pedagogy for sustaining elite authority. To get what Shor and Freire (1987) call "pro-elite outcomes" administrators impose mechanical curricula to control what teachers and students do in each classroom. "The inequality and hierarchy in our corporate society simply produce the curriculum compatible with control from above" (Shor & Freire, 1987, p.76). At the

bottom of the chain of authority are the students, one link below the teachers who are forced to implement a passive, transfer pedagogy. A pedagogy for liberation is not a quixotic approach to education, yet many still fail to see its practicality, or feel they are in a position that is not conducive to promoting critical education. Again, the effects of elite control are manifested.

The liberating educator does not follow the transfer-of-knowledge approach, and therefore does not manipulate or force the student into any environment reinforcing the oppression which characterizes contemporary societies. However, he/she does not simply wash his or her hands of the students either; responsibility must be taken. He or she assumes what Shor and Freire (1987) term a "directive role." As educators we cannot deny the very directive nature of education. The teacher has a plan, a program, a goal for the study. However, as a directive educator the teacher must seek a role leading to a sense of comradery with the students, not a role which fosters the continuation of inequality in our educational system. "Once we accept education's role as challenging inequality and dominant myths rather than as socializing students into the status quo, we have a foundation needed to invent practical methods" (Shor & Freire 1987, p.15).

hooks (1994) speaks to the notion of an engaged pedagogy. Like Freire, her approach to knowledge calls on students to be active participants. "Engaged pedagogy

necessarily values student expression" (hooks, 1994, p.20). Central to both hooks' (1994) work and Shor and Freire's (1987) work, education is seen as having to integrate the students and the teachers into a mutual creation and re-creation of knowledge--active participation by both the teachers and students is emphasized.

Through reading hooks' (1994) work it is obvious that she has had many experiences in which her voice as a student was lost, and her education was far from empowering. Her shift from an all-black school to an all-white school taught her the difference between education as the practice of freedom and education that merely strives to reinforce domination--her writing is grounded in experience. Critiquing and ultimately transgressing the traditional boundaries of education, and society at large, has been a long and contested battle for hooks. As educators we must realize that transforming the curriculum so that it does not reflect biases or reinforce systems of domination will be a battle much like hooks has been fighting for most of her life. Individuals willing to take the risks that engaged pedagogy requires must make their teaching practice a site of resistance.

In short, critical theory involves the critique of domination, while confronting the key social and political issues of the day. Critical theorists who are writing in education have a particular interest in liberation. Most of them are concerned with liberating the learner from the

traditional constraints of education which seek to reinforce hegemonic rule. As educators it is important to realize our teaching can and should be liberating. We must respond to the needs of all learners regardless of race, gender, social status, economic status, and so forth; we must strive to provide an environment that is empowering. Different teaching settings will require different approaches to ensure that this type of education is offered. Unfortunately there is not, and most likely will never be, a rule-book outlining steps that must be taken to insure the development of an empowering, liberating space for the student. Within every setting, the student and teacher have a different relationship that has to be recognized and appreciated. It is the responsibility of the educator to respond to each and every unique situation with an appropriate sensibility. Regardless of the setting, the teacher must be responsive in order to foster the development of a pedagogy that speaks to every child in a way that promotes liberation.

Practitioners

Many modern research-based universities place too much emphasis on the creation, examination, and dissemination of information "they" see as concrete and objectified; thus, areas of human or social relevance are often neglected (Schon, 1991). Universities of this nature seem to give privileged status to systematic, scientific knowledge; a type of knowledge characterized as being value free, testable and objectified. Such schools treat teacher

competence as the application of this privileged knowledge. Teachers, therefore, take a dogmatic approach to sharing such intelligence. Schools and teachers that share knowledge in this way are said to fall under the "transmission" paradigm (Schubert, 1986). They transmit/share knowledge they feel is value free and objective in a way that is not open to interpretation, just consumption. Schon (1991) proposes that these types of schools could learn from such deviant(sic) traditions of education as studies of art, and athletic coaching, both of which emphasize learning by doing.

For example, the first and arguably the most important quality an athletic coach must possess is the ability to instill in the athletes a positive attitude. Second, he/she must be able to give the athletes ample practice time--practices which simulate real game situations. These two elements must also be present in teacher education programs for future practitioners to have the opportunity to develop the qualities of practitioners. So why do so many schools continue to give privileged status to scientific knowledge? They continue to share knowledge premised on the understanding and execution of technical skill, which does not open the doors for the type of development seen as needed in practitioners--the development of qualities relevant for a diverse, dynamic work-world. A teacher works in an environment that houses many powerful, distinct systems. For example, school is a workplace filled with

diversity: culture, race, religion, learning ability, physical ability, resources, class and etc; it is far from static. Difficulties that arise from such diversity cannot always be addressed by the formal knowledge that get students through teacher-structured and/or text-structured problems.

Graham (1991) states that the process of becoming a teacher is a dialectic one.

> A dialectical view of preservice development assumes that the individual takes an active part in determining his or her destiny as a teacher: Societal influences and institutions play an important role in that process; the individual interacts with these forces and helps to mold the personal identity as a teacher. Thus, learning to teach is viewed as a dynamic, interactive process involving a constant give and take among three agents: (a) societal influences such as peer interaction, the expectations of significant others, and past experiences; (b) the institution into which the individual is being socialized - teacher education and teaching; and (c) the individual. (Graham, 1991, p.2)

Graham (1991) looks at the notion of "teacher perspectives", a construct that captures the ideas, beliefs, behaviours, and contexts of particular teaching acts. In other words, the construct of perspectives refers to the ways in which teachers think about their work and the ways in which they give meaning to their beliefs through their actions in the classroom.

Much of the research on teacher perspectives has identified a dominant pattern of preservice development that is custodial, authoritarian, and utilitarian. The prospective teacher is viewed as a technician, whose goal

has been to fulfil the expectation of others and to survive student teaching. Graham (1991) also stated that teacher education programs generally have not exerted a positive force on preservice teacher development. There are three prevailing theories that describe the low impact of teacher education which leads to the development of a prospective teacher (Zeichner & Tabachnick, 1981). First, the liberalizing effects of teacher education programs are "washed out" as the individual enters the bureaucratic, management-driven workplace of schools. Second, there is no liberalizing influence of the university because the university and the school continue to function in a tacit partnership to insure the preservation of the custodial "whatever works" perspective of entering teachers. We are led to believe that the "real world" of the school houses knowledge superior to that of teacher education programs. The third theory is that teacher education has little to no impact on preservice teacher development because it is simply weak treatment (Bain, 1990b).

Fortunately, research on the development of preservice teaching perspectives has identified a secondary, more progressive pattern of development in which teacher education played a prominent role. In some cases there was a minority of students who were reflective and went beyond regular classroom activity. The outcomes indicated that given the right conditions, the teacher education program could play a significant and positive role in the

development of such teachers (Graham, 1991).

Graham (1991) stated that there were three main characteristics that students with a progressive perspective possessed that other students did not. The first characteristic of progressive teaching perspectives was that the individual had the disposition and skills for engaging in critical reflection. Students with this perspective could identify relationships between the specifics of practice and the theory that was espoused in professional preparation. They attempted to use their reflective ability to guide them in making decisions. For example in a multicultural context, a teacher with a progressive perspective may reflect on the validity of school knowledge in relation to his/her culturally and socially diverse experiences. "Possibilities for reforming social and cultural institutions in multicultural ways are critical to making educators' existence more meaningful and rewarding" (Chepyator-Thomson, 1995, p.5). Another, broader focus of their reflection was centered around developing a sensitivity to the larger critical social and political issues of the time, while having an understanding of how such issues impact the classroom and school. This thought is elaborated upon in the section pertaining to social action.

A second element of the more progressive preservice perspective involves students' use of alternative approaches or instructional interventions during the lessons. These alternative approaches were based on a rationale and

inquiry, rather than instinct, or trial and error. The "rationale-inquiring" approach means that students identified instructional interventions based on a thoughtful examination and analysis of classroom life. They recognized that educational problems are complex and often can be solved implementing multiple approaches.

A third element is a greater sense of professional autonomy and creativity. As the students gained confidence in their ability to make curricular and instructional decisions, they saw their role as teacher changing from a "passive, fitting-in orientation" to a more challenging and creative decision-making stance.

In recognizing the characteristics that make an educator "progressive", Graham (1991) outlined features of teacher education that have been shown to facilitate the development of progressive perspectives. First, and likely the most influential characteristic of a teacher education program, is that of the personnel that work within that program. To summarize, both university and school based faculty must have a clear commitment to the critical aspects underlying their vision of quality instruction--they must be a group working toward the same goal.

A second feature of teacher education that can be linked to the development of progressive teaching perspectives is an emphasis on an inquiry-centered approach to teaching. Five features characterize this approach: (a) discussions are grounded in the reality of each person's

teaching practices--they are not abstract discussions, (b) opportunities for reflection are consistently provided at various levels throughout the program, (c) faculty use a variety of ways (forms and strategies) to promote critical reflection, (d) reflection occurs in a relaxed, open and safe environment for the preservice student, and (e) a tacit devaluing of the technical dimensions of teaching--an assumption pervasive throughout such an approach was that an exclusive focus on technical skills was not only undesirable but also inconsistent with the progressive approach of teaching.

The third feature linked to progressive preservice perspectives involves the nature of the practicuum experiences in which the students participated. Many studies (Rizzo, 1994; Rizzo & Vispoel, 1992; Stewart, 1990; Tripp & Sherrill, 1991) have shown that "structured" interaction has educational and social benefits for the preservice practitioner. An emphasis is placed on the interaction being planned and systematic. Interactive experiences must be structured with more in mind than mere exposure.

> Determination of the appropriate practica experiences for future educators is essential. Professionals must continue to provide practica but not assume that all experiences are equal. It cannot be presumed that any experience for a teacher will provide the training and attitudinal modification needed for future interaction with ... students. (Stewart, 1990, p.82)

Kearney and Durand (1992) recommend that preservice programs require more coursework and engage in strict

supervision of field-based practicuum settings. Structured interaction provides an opportunity to develop "first hand" experience; it has also been shown to affect teachers' attitudes in a positive fashion, especially with regard to students with special needs. Structured interaction for the preservice educator is key, not the dogmatic sharing of scientific knowledge (Kearney & Durand, 1992).

For the inservice practitioner there are inservice programs or workshops that are designed with the intention of increasing practitioner competency. The effectiveness of these programs is controversial. Gans (1987) believes that, if designed appropriately, workshops can be useful--even for the practitioner who has a high self-perceived competency level. Gans addresses the notion of workshop or inservice success. She realizes the limitations of such programs, and suggests a different approach to increasing teacher effectiveness. She believes that change would be better approached through the environment in which those competencies are important. In other words, instead of having off-the-job inservice programs, there should be a greater emphasis placed upon the daily routines of the teachers; day-to-day procedures to increase the qualities needed in the dynamic, diverse world of teaching.

Gans states that changes brought about through such an environmental approach would create procedural and social norms that would encourage teacher compliance and less teacher reluctance to the progressive approach of teaching.

In Gans's model the optimistic teacher would not be returning from an off-the-job workshop to the traditional patterns of behaviours and expectations that would counter his/her optimism. The traditional inservices or workshops that they may attend would complement, improve, and offer opportunities to reflect on their day-to-day procedures.

In short, reducing the emphasis on technical skill, and placing greater emphasis on providing meaningful experiences that develop a progressive perspective in practitioners, would be a step in the right direction for many institutions (Graham, 1991). As opposed to gaining technical information, practitioners would be gaining competencies relevant to their work-world. They would be equipping themselves with the tools needed to deal with the diverse world of their practice; a world full of uncertainty and ambiguity, not absolutism, a world in which the educator must be responsive in order to provide an environment that is a safe, liberating place for the student to learn. An example of the diversity of the real world of teaching may be observed when examining the Least Restrictive Environment (LRE) philosophy in special needs physical education.

Special Populations and the LRE in Physical Education

Although sometimes used as synonyms, integration and mainstreaming theoretically are not the same thing. Originally, mainstreaming was a term used to describe the right way to integrate, or a means to integrate. Simply put, integration means combining, whereas mainstreaming can

be defined as the process by which students are placed in settings that represent different degrees of integration, and that provide services needed for success (Sherrill, 1993). Mainstreaming led to the evolution of the LRE philosophy during the seventies.

An environment is considered least restrictive when it matches individual abilities with appropriate services, and preserves as much freedom and dignity as possible (Sherrill, 1993). The goal is to place each student in his or her least restrictive environment--an environment which offers opportunities for achievement and success for all students. Children must be placed in an environment which promotes each child's optimal cognitive, affective, and psychomotor success (Magure, 1994). An accurate assessment of each child is of utmost importance when placing him/her in an LRE. Appropriate decisions must be based on the individual's needs and abilities which maximize opportunities for learning (Webster, 1993). The LRE philosophy is not the same as integration. LRE does not necessarily mean that the child is always "integrated." In fact, an integrated setting might not meet the needs of every individual all the time--the same holds true for a segregated setting. Placement decisions are crucial to promote learning for students with special needs. For example, it might be in the best interest of some children to have the opportunity for separate, part-time instruction 1 day a week, and regular classroom instruction 4 days per week.

The LRE philosophy places demands on the practitioner. LRE pushes educators to implement creative teaching and to adapt pedagogy, content, and environment to specific needs, all of which lead to individualization. "Individualization does not mean teaching one-to-one, but changing classroom organization and pedagogical approaches to meet the needs of individuals" (Sherrill, 1993, p.50). I believe an excerpt from Sherrill (1993) best summarizes the type of teacher needed for an LRE in physical education.

> Teachers of mainstream physical education must be excellent - more competent in every respect than regular physical educators with students of same or similar ability levels. (p.209)

If a practitioner develops competencies in LRE, all the learners benefit because the LRE principle implies that the environment created is conducive for all children to learn, not just the already privileged few, and not just the child with the special need. The competencies needed to be effective in the LRE are portable to all teaching situations. Teachers must be responsive to each and every child's needs. They must be able to take action that insures that each child is in an environment that is most conducive for him/her to learn. For example, separate one-on-one instruction in a resource room may be the LRE for a student with a severe disability, while partial integration in a regular class with a peer tutor may be the LRE for another.

Teaching a class with a large number of students places a considerable amount of responsibility on the educator to

insure that the LRE exists for all students. Creating the LRE for students requires the practitioner to be sensitive to every case. Adaptation requires choices and strategies for individualization. Teachers must continually ask themselves:

1. are all students being treated equally?;
2. are all students actively involved?;
3. are all students safe?;
4. do all students have the opportunity to achieve goals?; and
5. can every student assume some level of responsibility for their success and failures?

These are questions that the teacher must ask about every student in his/her class. To sit down and write a report outlining the answers to these questions for 30 to 40 students every day would be much too time consuming. Teachers must not only develop the ability to ask and answer these questions internally every day, they must be able to respond to the answers to these questions, and, if changes have to be made, to implement them such that every child is still in an environment that is least restrictive.

LRE is not a philosophy exclusively for special needs populations in physical education. It may also be seen in multicultural, behavioral, and other social contexts. It is a philosophy that a teacher can take into any type of educational setting. In many ways the LRE philosophy parallels hooks' (1994) work on "engaged pedagogy". In both

models the educator is responsible for co-constructing an environment which fosters the development of the student while creating and maintaining an empowering space for the student to learn. By no means is this an approach which should be isolated to any one type of educational setting. The LRE philosophy may be seen in many contexts.

Although teacher responsivity may be born in contexts relevant to the LRE philosophy, is important to recognize that the concept of responsivity is portable; responsivity can and should be seen in all teaching contexts. Teachers in all situations should strive to be responsive to all their students' needs--all children are "special" in some way. Teachers should always be working with the intention of providing an environment that is the most appropriate for each and every child.

In short, one must realize that the demands placed on the educator in this type of setting are tremendous. LRE pushes educators to implement creative teaching and to adapt pedagogy, content, and environment. No teaching situation should be exempted from this approach. The diverse world of teaching in general should see educators implement the same creative (read: responsive) teaching.

The Larger Implications of Reflective Practice and Critical Theory--Social Action

The benefits, practicality, and responsibility of reflective practice and critical theory go further than the classroom; larger implications exist. The term "larger" is

not intended to represent any higher order of importance, but to represent the arena in which the previously mentioned responsibilities may exist. Reflective practice and critical theory have social implications that practitioners must recognize in order to respond to society's interests and needs.

Critical awareness of events in society at large does not necessarily mean we must lobby to fight all issues pertinent to our society (nuclear arms race, environmental issues, and so forth), but to have an understanding of how these wider movements in society affect our work as educators. Social responsiveness or "macro responsivity" is important, but so is social critique. Without such critique we allow ourselves to be implicated in cultural movements that may not always be good for the many, and which may actually undermine some of the things that our profession should and does value (Kirk & Tinning, 1990).

Studying the situation in physical education gives a good example of how social critique may bring some important questions to the forefront. Whom does the formal curriculum serve--the strong, white, bourgeois male? Many programs still emphasize technical knowledge and skills. In doing so, the developers of such programs are not making an equitable choice. They are making a political choice to continue to teach in ways that ultimately serve the interests and needs of a minority of already privileged students (Dewar, 1990). Alternatives must be examined which are appropriate for the

interests of all, not just the traditional beneficiaries. Reflective practice and critical theory provide the impetus for our educators to develop a socially responsive curriculum in all areas of study. In being critically reflective, issues of gender, race, economic status, religion, sexual identity, ability, and so forth may be examined with the appropriate sensitivity. Since education is by nature social, political, and historical, a sensitive examination of such issues is the first step towards developing a macro responsive community in education. An excerpt from Freire (1987) summarizes the implications of social action.

> The point of an identical and neutral role for all teachers could only be accepted by someone who is either naive or very clever. Such a person might affirm the neutrality of education, thinking of schools as merely a kind of parenthesis whose essential structure was immune to the influences of social class, of gender, or of race. It is impossible for me to believe that a history teacher who is a racist and reactionary will carry out his or her task in the same way as another who is progressive and democratic. It is my basic conviction that a teacher must be fully cognizant of the political nature of his/her practice and assume responsibility for this rather than denying it. (Shor & Freire, 1987, p.211)

Freire worked in Brazil with illiterate and oppressed people. Through his experiences, he came to realize that the people he was working with had come to accept their position of oppression--they had accepted the existing power relations in their culture. Freire believed that as long as the educator in this situation was seen as, and acted like, an "educator" he/she was simply another power figure

imposing his/her values on an oppressed group of people. Freire was critical of the dominant and traditional ways that these people were being taught. He suggested that we, as educators, must also see ourselves as learners, as individuals learning about the culture of the people with whom we are working. Only when we are part of that culture, "living with the people as they live" and understanding and accepting their values, can we engage in the learning process that will lead to liberation from oppression (Cranton, 1992).

Hellison and Templin (1991) believe that all educators should ask the simple question, "To what extent should our program respond to the larger social, political and moral issues of society?" Teachers who take a critical perspective are seen as changers of society because they no longer follow the dominant trends of education that meet the needs of the dominating minority group. Hellison and Templin (1991) see the risk in examining the larger issues because they are teachers, not sociology professors or psychotherapists.

In short, most authors believe that this type of critique, or engaged pedagogy, is a risk worth taking because they see the definite connection between the larger issues of society and the classroom; examination of this type is crucial. Sensitivity to multiple realities and the willingness to develop appropriate meaningful responses are basic to being responsive. Again, according to hooks (1994)

although educators will be faced with resistance, they must view education as the practice of freedom.

CHAPTER THREE: METHODOLOGY

Introduction

The design of this study was informed by an orientational, heuristic, qualitative approach to the conduct of inquiry. It was orientational because it began with a perspective--my perspective as the researcher. I came from a specific orientation and proceeded to understand more deeply how responsivity is experienced and what it means to those who experience it. Having experienced the phenomenon, I realized the possibilities it has for education. Having a better understanding of responsivity can lead to better teaching practice--it can contribute to learning. Thus I would like to share the experiences of those who have encountered the phenomenon.

This research orientation also lends itself to specific types of data collection and data analysis strategies that are consistent with the features or characteristics of qualitative research.

To tackle the questions associated with my problem statement, data had to be collected and analyzed. Four interviews were conducted with individuals who I, through a preliminary examination of the literature, considered to have useful information with regard to relative theories (*theory based sample*). Originally two written accounts of critical incidents which provide examples of a situation in which responsivity was manifested were to be collected from individuals with special needs-- both had volunteered to write about a specific incident in which a teacher or

practitioner had shown responsivity. However, because of one individual's special needs, it was determined that one of these incidents was to be described orally as it was much easier for the informant to convey his/her thoughts in this fashion. The incident was then transcribed to written form. These two individuals are part of a *critical case sample*. Four other individuals who fall within this type of sample were asked to provide journal entries which speak to the notion of responsivity. These four are individuals completing their Physical Education degree at Brock University, Ontario. The nature of this degree prepares students for the future world of teaching. For this reason these four students will be considered preservice teachers.

I believe examining the present literature, and analyzing the interviews and narrative accounts was the most appropriate measure I could take in order to answer the questions related to the problem statement. The insider's voice was an important element of this study and was not overlooked by implementing this design.

The data collection section includes descriptions of sampling strategies and the protocols used in the collection of data. The data collected during this study were analyzed using three levels of analysis; these three levels are explained in the data analysis section.

Data Collection

Sampling strategies: a purposeful sample.

A purposeful sample is composed of individuals whom the researcher believes illuminate the questions under study. "The logic and the power of purposeful sampling lies in selecting information-rich cases for study in depth" (Patton, 1990, p.169). Information-rich cases are those from whom one may learn a great deal about issues of importance to the "purpose" of the study. Sampling of this type permits the researcher to get the perspective of the insider, an individual the researcher regards as having valuable information pertinent to the phenomenon under investigation. Figure 1 highlights the breakdown of the sampling strategies employed.

"Intensity sampling" (Patton, 1990) was the primary strategy which was employed within the purposeful sampling. Intensity sampling is similar to Schumacher and McMillan's (1993) "sampling by case type" approach. It involves the same logic as extreme case sampling but with less emphasis on the extremes. Information-rich cases that manifested the phenomenon in an intense, rather than extreme way were utilized. The intensity sample for this project included three different types of insiders who enable further differentiation in sampling strategies (see fig. 4.1). Looking at the informants holistically I believe all the insiders can be considered part of an intense sample. However, I feel the sample, comprised of three different

Purposeful Sample

Case Type Sample (Schumacher and McMillan, 1993)	and/or	Intense Sample (Patton, 1990)

Theory Based Sample	Critical Case Sample
i) teachers and practitioners	i) students with special needs ii) preservice teachers

Figure 1. Breakdown of sampling strategies employed

types of insiders, can be represented by two separate categories of purposeful sampling in addition to the demarcation of intense sampling. Again, figure 1 highlights the breakdown discussed above.

Theory-based sample.

This type of sample includes people on the basis of their manifestation or representation of important theoretical constructs--"experts" in the fields which are germane to the study (Patton, 1990).

A theory-based sample parallels Schumacher and McMillan's (1993) "concept/theory sample" which is comprised of individuals who can offer "rich information" from a conceptual or theoretical perspective.

The first insider group can be characterized as an information-rich theory-based sample--individuals who have some level of expertise in a field relevant to the study. This sample includes 4 individuals who profess at the university level and exhibit formal knowledge in subject matter which relates to the research question. Two informants are professors at The University of Illinois at Chicago. One is very well known for his work in reflective practice, while the other is a pioneer in the curriculum field. Two professors from Brock University, St. Catharines, Ontario, provided their insight with regard to reflective practice, critical theory, and the demands of working in special needs education. All 4 of these informants have exhibited expertise in the above-mentioned areas through

their writings, workshops, and/or classroom work.

Critical-case sample.

A critical case sample is representative of individuals who can illustrate a phenomenon dramatically (Patton, 1990; Schumacher & McMillan, 1993).

The second type of insider group offering data to the study included individuals who can share an event or incident that was dramatic to them while at the same time representing the phenomenon of responsivity. For example, a person who may have a special need could share an incident exemplifying a teacher's action that was seen as lacking the appropriate sensitivity. Two individuals who represent this category volunteered and were included as part of the investigation. One individual has a spinal cord injury, while the other has cerebral palsy. Both volunteered to share a critical incident that they had experienced that relates to responsivity. I had known both individuals for some time, and believe that they had experienced situations that relate to responsivity that were worthy of a deeper examination.

Similarly the third insider type also involved the dramatic representation of the phenomenon of responsivity; however, they provided data from the perspective of the preservice teacher attempting to be responsive. This portion of the sample was composed of third-year students attending Brock University, who at the time were enrolled in a mandatory adapted Physical Education course (PHED 3P04).

This class was devised to give students a deeper understanding of physical education and its relation to special needs populations (for example, developing the skills necessary to develop lesson plans for a child with cerebral palsy). This course had been designed to offer students an environment which is conducive to developing responsivity. Being a former student of the course, I can say through personal experience it is designed to develop such a competency. Partner work with special needs individuals and the use of journals are two methods employed by the professor to create an environment conducive to developing responsivity. Four students enrolled in the course were consulted.

Sampling strategies and their relation to the features of qualitative inquiry.

Implementing the aforementioned sampling strategies allowed me to remain consistent with the characteristic features of qualitative research. Studying informants' perceptions of a real world experience, as depicted through their written accounts of critical incidents and journals, parallels the feature of naturalistic inquiry in qualitative research. These sampling strategies in no way manipulated the world I chose to gain a deeper understanding of. The particular research setting for this inquiry was a naturally occurring relationship between the researcher and the informant(s) which had no predetermined course established by and for the researcher.

Having three varieties of insiders sharing information provided me with comprehensive data from which I developed a holistic perspective on responsivity--they represented many different facets of the phenomenon. This allowed the whole phenomenon under study to be seen as a complex system that was more than the sum of its parts. This holistic approach is based on the premise that a description and understanding of the person's social environment is essential for the overall understanding of the phenomenon (Patton, 1990).

Working within this framework, I believed that each case (person) had something unique to offer. I was guided by the principle that each case in and of itself had something that could be presented to gain a better understanding of responsivity. Capturing and respecting the details of each case being studied is an important feature of qualitative research which my sampling strategies helped to uphold.

In respecting the details of each case I immersed myself in the particulars and specifics of the data to discover important dimensions and interrelationships. This approach illustrates the feature of inductive analysis in qualitative research.

To capture people's personal perspectives, detailed, thick descriptions, were collected and utilized. Qualitative data should be thick, robust and detailed.

The "How" of Data Collection: Protocols Used.

Qualitative data collection involves the researcher interacting with purposefully selected persons, and

obtaining relevant documents, information, and insider knowledge. Emphasis in data collection is not placed on a single instrument, but rather on the researcher himself being a skilled, prepared person (Schumacher & McMillan, 1993). In essence, I was the primary instrument used.

The data for this study were collected from three principal data sources: (a) qualitative interviewing, (b) critical incidents, and (c) journal entries.

As the researcher, I am no stranger to these methods of data collection. I have used qualitative interviewing in the past and recognize its value as a form of data collection. I have had several critical incidents myself and realize that written accounts of such experiences can provide valuable, information-rich data for analysis. I have not only used journalling as a personal practice, I have also been involved as a teaching assistant in the evaluation and assessment of journals. Having had the opportunity to read so many journals, I realize the potential they have for providing thick, detailed data.

Qualitative interviewing.

Qualitative interviewing is based on the premise that the perspective of others is meaningful, knowable, and able to be made explicit (Patton, 1990). The reason for interviewing is to find out what is in someone else's experience--in doing so the researcher has the opportunity to encounter an insider's perspective.

An interview guide approach was used to question the

"theory-based sample". The guide I created and followed may be seen in appendix A. The guide provided me with a list of questions or issues that were to be explored during the course of the interviews. This method allows the researcher to build a conversation within a particular subject area, and to word questions spontaneously while maintaining focus on the particular phenomenon under study (Patton, 1990). This approach was most suitable for the "theory-based sample" since it was flexible enough to let individual perspectives and experiences emerge, while at the same time it provided enough structure to ensure that important issues were not overlooked. Questions with regard to the interviewee's thoughts/beliefs on reflective practice, critical thinking, diversity in the classroom, and his/her opinion of the effectiveness of teacher preparation programs were included. As I became more knowledgeable about the phenomenon, I was able to specify important issues in advance, and the interview guide became more detailed.

Critical incidents.

Critical incidents were also used to collect data for this study. According to Benner (1984) and Connolly and Adams (1995) a critical incident is an event, happening or process which stands out as significant, transforming or pivotal in some way for the experiencer. Two students with special needs who had experienced a pivotal or "critical" incident with relevance to the phenomenon being studied were asked to provide a written account of the critical incident.

Both incidents speak to the phenomenon of responsivity within a physical education experience.

Journal entries.

A mandatory component of the PHED 3P04 course at Brock University is the keeping of a journal, which is used to record the students' experiences with their placement partners. The students are asked to describe what happens in an experience, and then comment and reflect on what has happened. With the permission of the selected students, journal entries which speak to the notion of responsivity were utilized entries which reflect on situations in which the student was responsive while teaching, and/or provide an example of responsivity being manifested. As a teaching assistant for this class one of my responsibilities included marking the journals. The writers of journals which spoke to the notion of responsivity were asked if they would like to volunteer their journals for the study. Students were not asked until the course was complete; thus they were not put into an awkward situation. In no way were the students put into a situation whereby they would have to agree to volunteer in fear of receiving a lower mark if they did not.

Protocols used and their relation to the features of qualitative inquiry

Using these three methods of data collection with the informants enabled me to provide robust, thick descriptions of insiders' experiences. I believe that the interviews, critical incidents, and journals provided me with the

appropriate material to do so.

Collecting data in this fashion also allowed me to obtain and maintain personal contact with the informants. This personal contact allowed me to get close to the people, situations and phenomenon under study. Combining my own insight and experiences with the insights and experiences of others played an important part in the inquiry and was critical to the understanding of the phenomenon under study: responsivity.

Critical incidents and journals provided naturalistic data for they described real-world situations as they had unfolded. All three methods of data collection recognized the uniqueness of each case being studied. They presented data in a way that was conducive to studying each case in isolation before moving on to a cross-case analysis.

Data Analysis

The data collected during this study were examined using: (a) content analysis, (b) thematic analysis, and (c) critical analysis.

Content analysis was a process of sifting through the raw data to find observable patterns. It was done both structurally and categorically. Structural analysis is a procedure that organizes the data in a way that is led by the questioning (see Figure 2).

For example, the researcher may wish to list (in order) the salient features of all the informants' responses to the interview questions. Listing them in order allows the

researcher to examine the answers from all the interviews in relation to each other.

In many cases the researcher will find similar responses to the questions asked. Categories emerged from this structural analysis and proved to be very useful.

A content analysis was conducted on each specific case within each sample before moving on to a cross-case analysis. For example each of the cases comprising the theory-based sample was analyzed with relation to its content then a cross-case analysis within the sample was conducted. The critical incidents and journals were analyzed in the same way. Once this step was complete and each case had been cross analyzed within its own sample, I conducted an analysis across the samples. This revealed interrelationships and patterns which were then expressed as themes.

Having developed these divisions I looked for common threads or patterns seen throughout the categories. These common threads and/or dominant patterns are called themes. A theme is a coalescing or unifying concept within which several categories can be authentically expressed without losing their meaning. The essence of a category is not lost by expressing it or including it in a theme.

"Thematic analysis is a process of gathering and representing" (Connolly & Adams, 1995, p.3). It provided organization of what is presented in the data. The themes that emerged provided the substance of the study. The themes

	Informant			
	WS	MC	DH	DG
Question 1	(answer)	(answer)	(answer)	(answer)
Question 2	(answer)	(answer)	(answer)	(answer)
Question 3	(answer)	(answer)	(answer)	(answer)

Figure 2. Possible Layout For Structural Analysis

constituted a form of response to the research question. At the same time, I found myself asking more questions of the themes, or finding that the process of inquiry had opened up questions I had not previously considered. This lead to a critical analysis.

This critical analysis lead to seven reflective critical-question statements which are extensions of the themes. This type of analysis produced seven statements that could be the beginnings of seven different studies. They are in and of themselves areas which are worthy of more research. This last level of analysis seemed to provide the study with more questions than answers.

Data analysis and its relation to the features of qualitative inquiry

Analysis of this nature allowed me to "hear the voice" of all the informants. It was conducive to developing a holistic perspective. It was also "inductive", for I had no choice but to immerse myself into the details of the data. In doing so I discovered important categories, dimensions, and interrelationships. This type of analysis also placed the findings into a social, historical, and temporal context--I developed a contextual sensitivity. I described what was, as it was; I did not transfer it across contexts.

Taking this approach to analyzing the data also required that I maintained an empathic neutrality. Although complete neutrality is impossible, it was necessary that I strive for "understanding" as opposed to proving something.

I did not strive to advocate or advance personal agendas, but to understand the phenomenon under study and the disclosures it made possible--an approach that Patton (1990) views as appropriate.

Trustworthiness and credibility

Data collection procedures which contributed to credibility include both the triangulation of sources and the triangulation of methods. Hearing three different perspectives from three different sources increased the credibility of this study--a single perspective did not dominate.

Data analysis features which contributed to the credibility of this study were multiple levels of analysis, including content, thematic, and critical, within-case analysis and cross case analysis, member checking and peer debriefing. Within-case analysis ensures that the researcher recognizes the importance/significance of each case being studied before moving to a cross case-analysis. Member checking insures that the researcher is not misinterpreting the data. The researcher confirms observations and participants' meanings with individuals through casual conversation, follow-up telephone calls, and so forth.

Design features which contributed to the credibility are prolonged engagement and referential adequacy. Prolonged engagement provided opportunities for continual data analysis, comparison, and corroboration to refine ideas and to ensure the match between research-based categories and

participant reality. Referential adequacy enabled me to refer back to the original form of the source.

CHAPTER FOUR: PRESENTATION OF RESULTS

Introduction

The data collected during this study were examined using: (a) content analysis, (b) thematic analysis, and (c) reflective critical questioning.

Content analysis involved sifting through the raw data to find observable patterns. It was done both structurally and categorically. Structural analysis is a procedure that organizes the data in a way that is led by the questioning (see figure 2 in chapter three). This type of analysis was particularly useful for analyzing the interviews because the questions asked were consistent across informants (see Appendix A, Interview Guide).

I listed in order of interview questions the salient features of all the informants' responses. Listing them in order allowed me to examine the answers from all the interviews in relation to each other. This process was a practical one in that it presented the raw data in a way that was more conducive to performing a categorical analysis. It also organized the data in a way that it could be read and understood more easily. While sifting through the raw data I began to see specific issues, concerns, and questions become recurring topics of concern for the informants. Recognizing the importance of the informants' "voice" I did not let such concerns go unnoticed--the salient responses were represented by placing them in a category. Each category would be represented by a specific symbol that I created. The same symbol may be seen

throughout all the raw data. If the same symbol is seen throughout different parts of the data this means that both comments or parts of that text speak to that category. In fact, some of the more prevalent categories may be seen up to 20 times in the same sample. It is also important to realize that some categories are consistent across all three types of the purposeful sample, and may be seen up to 50 or 60 times. Some of these more prevalent categories may be recognized as themes themselves. The category symbols along with their assigned meaning and the number of times they were observed can be seen in figures 3, 4, and 5.

A content analysis was conducted on each specific case within each sample before moving on to a cross case analysis. For example each case comprising the theory based sample was analyzed with relation to its content, then a cross case analysis within that sample was conducted. The critical incidents and journals were analyzed in the same way. To my surprise themes became evident at an earlier level than I had expected. In fact, while conducting the cross case analysis within the same sample many of the categories began to coalesce around the same ideas or concepts. It was at this point that I found it useful to perform a thematical analysis. Once this step was complete and each case had been cross analyzed within its own sample I conducted an analysis across the samples. This showed greater interrelationships and patterns and thus more themes were created.

A theme is a coalescing or unifying concept within which several categories can be authentically expressed without losing their meaning. The essence of a category is not lost by expressing it or including it in a theme.

"Thematic analysis is a process of gathering and representing" (Connolly & Adams, 1995, p.3). This level of analysis provided organization for what is presented in the data. The themes that emerged provided the substance for the study, and constituted a form of response to the research question(s). This level of analysis opened up questions I had not previously considered. This led to a reflective critical questioning.

During the reflective critical questioning I asked why certain themes exist. How did they come about? Where are these themes manifested or seen? Who is affected by the dominant features of the theme being examined? How does it affect them? Reflective critical questioning should open the door for further research. Many of the themes that emerge may be phenomena in and of themselves that are worthy of more research.

This three-tier level of analysis allows the researcher to "hear the voice" of all the informants. Taking this approach to analyzing the data has helped me to develop a deeper understanding of responsivity. It is the intention of this section to convey the findings of the study that have led to this deeper understanding, not necessarily to "prove" something.

Findings of Content Analysis

Interview categories: theory based sample.

The interviews provided me with more categories than the critical incidents and journals. This might have something to do with the fact that there was more text to analyze, and that the oral form allows informants to expand on their points if they wish.

Figure 3 outlines the categories observed in the interviews. Their symbol along with their meaning and the frequency of observation are outlined.

The symbols I have used are symbols I have created which are easiest for me to recall. This turned out to be a very practical approach to symbolizing the categories. Analyzing qualitative raw data is very time consuming--time would have been wasted if I had to keep turning back to an unfamiliar non-situated symbol index to code segments of text. Most of these symbols I could recall from memory. Therefore this is the approach I employed for all three samples. The categories that emerged from analysing the journals and critical incidents may also be observed in figure 4 and figure 5 respectively.

Symbol	Meaning (# of times observed)
T/\SP	teacher learns from students/people (8)
^^^	curriculum constraints (6)
O	administrative constraints (1)
[]	contempt towards institutional politics (2)
ooo	desire to create LRE (2)
TP	integration of theory and practice (6)
FI	flexibility leading to individualization (10)
PDI	philosophical differences and issues (6)
<>	ponder the question: "What's worth knowing?" (6)
MM	desire/importance of making material meaningful (7)
CMS	creating models/strategies for unique situations on the spot (17)
X	teacher perseverance (8)
T/\FE	teacher learns from failed experience (4)
ISF	institutional support and flexibility (1)
(^_^)	attracted to back row students (2)
REPSTRAT	the need to develop a repertoire of strategies (5)
T/\GE	teacher learns from a good experience (1)
RP	the importance of reflection (13)
TIII	teacher imagination/instinct/intuition (10)
NIC	no inferiority complex: teacher is not afraid of making mistakes or admitting he/she is wrong (7)

MK	metaknowledge (5)
LL/\	life-long-learning (4)
OSSI	oppressive structures/social injustice (13)
NMS	no magic solution (6)
T/\L	teachers learning from the literature (8)
=== O	sense of "throwness" (learning from) (3)
GP	the benefit of governed placements (3)
RoP	the benefit of role play (3)
TH	teacher sees the importance of honesty (2)
T:)S	teacher values the student's voice/insight (6)
SEMP	teacher sees the importance of empowering the students (10)
LSPI	larger social/political issues (10)
CT	teacher values process of critique (3)

Figure 3. Interview categories and their assigned symbols

Symbol	**Meaning (# of times observed)**
EC	future teacher excited about the placement (2)
FEAR	afraid/nervous about/during the placement (5)
??	did not know what to expect (5)
ATEASE	event/action that helped comfort/relieve tension (8)
?DO	unsure what to do/say or how to act (3)
SIMXDIF	starting to see similarities as opposed to differences (4)
INCIDENT(^_^)	an event/incident stirring a lot of emotion (11)
OSSI	oppressive structure/social injustice (18)
PValExp	placement seen as a valuable/educational experience (29)
CA	create an activity "on the spot" (11)
ooo	desire to create LRE (8)
EXPLICIT	need to keep tasks/instructions short and concise (8)
--P-N--	pre-conceived notions dispelled and or shattered (10)
GP	future teacher recognizes the benefit of the placement (2)
FT/\FT	future teacher learns something of themselves (3)
FT/\PPLIFE	future teacher gains an insight into the life-world of his/her placement partner (26)
FTrapPP	future teacher and placement partner developing a rapport and/or special connection (11)

FT/\XLITX	future teacher learned something that could not be learned from the literature alone (3)

Figure 4. Journal categories and their assigned symbols

Symbol	**Meaning (# of times observed)**
S XvoiceX	student's "voice" unacknowledged (2)
INSTATT\/	poor instructor/teacher attitude (4)
NOPP	instructor/teacher has had no prior placement with a student with special needs (3)
ISOLATION	student feels isolated from others (4)
OSSI	oppressive structure/social injustice (9)
INCIDENT(^_^)	an event/incident stirring a lot of emotion (6)
NoChallenge	program offered to student is not challenging (1)
NoFI	program and or teacher lacks flexibility to allow for individualization (4)
SskillComN	student skilful at communicating his/her needs (2)
T:)S	teacher values the student's voice/insight (1)
NIC	no inferiority complex, teacher is not afraid of making mistakes or admitting he/she is wrong (2)
FI	program and or teacher is flexible, allowing individualization (8)
CA	create an activity on the spot (3)
TrapS	teacher and student develop a rapport (2)
RP	the importance of reflection (1)
T/\SNS	teacher can learn/develop important skills by working with students with special needs (3)
TRespS	teacher shows a genuine respect for students with special needs (2)
In-Serv	inservice workshops seen as useful (1)

LL/\ life-long-learning (1)

Figure 5. Critical incident categories and their assigned symbols

Findings of Thematic Analysis

Three figures (6, 7, and 8) are used to present the thematic findings of this study. Each figure will highlight specific themes that had been developed from the three different samples. Each theme is also listed with several of its related categories (the coalescing or unifying categories which are expressed within that particular theme). This will give you, the reader, a better understanding of how the theme emerged.

Theme	**Related Categories**
Ongoing self-examination (reflection and critical reflection)	RP, CT
"Living in" and "learning from" experience (being responsive on the spot and developing a repertoire of strategies)	CMS, REPSTRAT, === O
Respect for others as expert insiders	T:)S, T/\SP
Power sharing	NIC, T:)S
Relation-based rapport and or idea development	T/\SP, TH
There are no "easy fixes", an investment over time is required	X, NMS

Figure 6. Themes found in interviews: theory-based sample

Theme	**Related Categories**
A sense of uncertainty/strangeness	FEAR, ??, ?DO
Competence in preparation and action	EXPLICIT, CA, ooo
A relation based investment which leads to greater knowledge of others and one's self	FT/\FT, SIMXDIF, --P-N--
Awareness of oppressive structures and social injustice	SIMXDIF, OSSI, FT/\PPLIFE
Advocate of LRE	ooo

Figure 7. Themes found in journals: critical case sample

Theme	**Related Categories**
Teacher authenticity, responsibility, flexibility, and or competence (or lack thereof)	FI, NOFI, TRespS
Oppressive structures and social injustice	INSTATT\/ SXvoiceX
Silence and invisibility and loss of power	NOFI, ISOLATION SXvoiceX
Work and progression over sufficient amount of time, not just a short-term commitment or investment	TrapS, LL/\

Figure 8. Themes found in critical incidents: critical case sample

Themes Taken to a Reflective Critical Questioning Level

As I became more deeply immersed in this project I found the following seven assertions to be more valuable, practical, important to share, and most of all representative of the data. These assertions represent the last level of analysis for this study--they stem from the content and thematic analysis. Each statement will be highlighted with its related themes and categories. I have also taken the time to clarify, expand and buttress these statements using quotations from the raw data.

Teaching is an "uncharted" journey. It is an adventure filled with uncertainty, unexpected experiences, and unresolved actions. It is a puzzle with no magic solutions.

Related Theme(s)	Related Categories
A sense of uncertainty/strangeness	FEAR, ??, ?DO
There are no "easy fixes", an investment over time is required	X, NMS
"Living in" and "learning from" experience (being responsive on the spot and developing a repertoire of strategies)	CMS, REPSTRAT, === O

Your students eagerly await their empty vessels to be filled. So you straighten your tie, push your glasses up to the top of your nose, and begin to dictate your notes that are written on time-stained paper. As the podium produces the iron wall between you and your students you feel mighty, in fact God-like. The "third-graders" are yours for the hour, fully captivated by your monologue. If teaching were

this static there would be an abundance of magnificent teachers. It is not! This is not to say that lecturing in and of itself is an easy art to perfect--becoming a good lecturer is a difficult process. However, not all educational settings call upon this type of teacher-student interaction. In many cases the level of interaction is much more intricate.

> This shows the difficulty of working with someone who does not communicate. In a sense, working with Wilma is like a guessing game. (Stacy J.)

> I feared the unknown, I was ignorant at the time, I did not really know anything about deafblindness and wasn't really sure what I was getting myself into...it was time to introduce Sarah and I to each other...I didn't know how to act at this point in time. I kept wondering just how much of me Sarah could see, and wasn't sure if I was supposed to talk to her, after all she was deaf, which to me meant that she wouldn't understand me anyway. This is where I was wrong. (Kendra J.)

I have highlighted these two quotations from the critical case sample (preservice teachers) because I feel they provide good examples of how dynamic the world of teaching can be. Teachers face problems every day of their practice that they are unsure how to deal with. In many cases they will tell you if they had the chance to deal with the problem again they would treat it differently. Many teacher's decisions/actions are a reflection of how uncertain the teacher/student environment can be. This in no way reflects the teacher's effectiveness, but in turn the complex nature of his/her profession. The theme of strangeness and uncertainty emerged from this study. It is a

theme that recognizes the perplexing nature of teaching.

A teacher must develop "good shocks" and learn to "roll with the bumps." This assertion does not necessarily depend on the consideration of a prior set of procedures. However, this is not to say that thinking in advance of a situation has no bearing on how a teacher executes action.

Problems in the classroom do not present themselves as well-formed structures. They may be unique, unclear, or produce conflict among values for the teacher. Schon (1991) terms these three different situations (unclear, unique, and value conflict) as the "indeterminate zones of practice". Within these zones there are no easy answers; there are no rule books that provide prescriptions to alleviate the problem(s).

> No I don't (think there is a magic solution). I think it's a process. I think it's just learning the processes of realizing that each new problem creates a situation for a solution and... you want to come out with a solution where, there's the child/teacher interaction where the child and the teacher both benefit. There is no one way for me to teach geography. There's no one way for me to work with this child who is having a problem. (Dorothy G.)

On any long journey the traveller without a map will create his/her own route--a path that is determined while walking. The teacher is no exception. While travelling through uncharted areas (the indeterminate zones) they still have the responsibility to teach their students. So like the traveller they must create the path while walking it. A teacher must learn to create solutions while in the midst of

a problem.

> You know, I remember being in situations where I knew I didn't have the first god damn idea what the hell was going on here and I'm just in the midst of it, knowing I'm faking it, knowing I am, yet at the same time knowing what had to be done and I didn't know the content, but I knew what had to be done here. I knew how I had to respond. I knew I couldn't panic. I knew I couldn't yell or scream at them or blame them because I didn't know the content. I sort of had a sense of I knew what had to be done even though I didn't know the content that had to be taught, if that makes any sense. So, if I find myself thrown into, say, aqua-fitness, which I know nothing, very little, about, and I remember being thrown in that situation when there's like fifty women in a pool who are there to do aqua-fit and I'm thinking I don't know the first damn thing about aqua-fit, you know, nothing. And I feel myself faking it. I don't know what I'm doing. I don't have the first idea. You can only walk people back and forth across the shallow end so many times and they're going to catch on that you don't have any idea what you're doing here. So, I thought to myself "Come on, Maureen. You know how a class is organized. You know you've got to have a warm up. You know you've got to have, you know, an intense portion. You know you've got to have a cool-down. You know enough movement patterns on land that had to transfer to water. Come on. Just get to it." So, like, I knew the processes, so I relied on my ability to construct stuff in the moment. (Maureen C.)

This quotation from the theory-based sample speaks to the fact that although there may not be a magic solution to the problem at hand, the teacher realized that it must be resolved quickly. She reflected-in-action using her intuition and instinct to work through the problem. Because there are no magic solutions when working in the indeterminate zones of practice teachers must rely on certain skills/traits to strive through the problems of the profession. These skills/traits are necessary for effective

teacher action to unfold--they will be detailed later in this discussion.

The process of learning is life-long, and informed by many sources. Learning does not end at the preservice level; it takes place every day of a teacher's practice. This process is informed by many sources, such as theory, experience, fellow teachers, students, and so forth.

Related Theme(s)	Related Categories
Ongoing self-examination (reflection and critical reflection)	RP, CT
"Living in" and "learning from" experience (being responsive on the spot and developing a repertoire of strategies)	CMS, REPSTRAT, === O
Respect for others as expert insiders	T:)S, T/\SP
Relation-based rapport and or idea development	T/\SP, TH

> I've learned from my participants to get better. My participants push me to be a better practitioner... if I'm teaching dance and they want to learn line dances. Line dancing is not really my cup of tea, but I've become a pretty good line dance teacher because my people like it, right? And it's been that way in almost everything I've done, in fitness and weight-training and certainly adapted physical education. I've learned more about that from being around participants than I have from theory. (Maureen C.)

It is important as an educator to keep all the doors to all these sources open. Years have passed since the stuffy Harvard-like professor may stand at the front of the lecture hall and profess without any interaction with his/her students. The process of learning as a teacher is a dynamic one and nonetheless a responsibility of today's educators to

ensure that they stay on top of their profession. Teachers must respect the ever-changing needs of their students, and in doing so have no option but to continue to learn themselves.

This means remaining up to date with the current literature surrounding their chosen career, attending workshops, learning from their experiences, and developing the skills to be both critical and reflective.

A teacher should strive to "connect" with his/her students. A rapport should be developed that allows the teacher to develop an insight important for his/her practice--a relationship that acknowledges the "voice" of the student.

Related Theme(s)	Related Categories
Respect for others as expert insiders	T:)S, T/\SP
Power sharing	NIC, T:)S
Relation-based rapport and or idea development	T/\SP, TH
A relation based investment which leads to greater knowledge of others and one's self	FT/\FT, SIMXDIF, --P-N--

I observed many statements in the raw data that spoke to this assertion. For example:

> I think that students (university and elementary) are given too little credit for the insight they really have about what's going on and that's something that I've learned from my own children, that they have a lot of insight about what they need and what they want to learn and it's important to engage them in the very question of what's worth knowing and experiencing for you now,

you know and for us as a group. (William S.)

> I met a phys. ed. teacher who had no training, hadn't a clue about how to adapt anything for me...she seemed to possess such a willingness to try and work together as a team. And I always made that to be sort of a central theme, you know "if we work together", then the experience has got to be okay even though you might make mistakes. But if we keep communicating with each other, then we'll get through it. (Deb Q.)

All three types of purposeful sample in this study articulated some level of concern pertaining to the importance of having a teacher with the ability to connect with his/her students. The first excerpt above is a clipping from the theory-based sample--a professor recognizing the value of his students' insight, and how his students' insight might be useful in his practice. The second clipping is from a student with a special need sharing her thoughts on how important it is for her voice to be recognized in assuring that her needs are met by her teacher. The teacher recognized Deb as an expert insider who could offer insight important in developing activities that are appropriate for all her students--some degree of power sharing had taken place.

Making a meaningful connection may take time--a relation-based investment is usually needed. Like most relationships this does not happen overnight. However, once a connection is made the teacher and student may continue to learn things they might not have envisioned beforehand. This relation based investment may lead to a greater knowledge of not only others, but of one's self as well.

> I have learned that people like Chris have overcome greater obstacles then I probably ever will and although Chris and people like him are labelled as different, actually they are no different from you or me. They live in the same world, share the same aspirations, emotions, thoughts, and dreams, yet are still not accepted as a norm in society. (Scott M.)

Scott has obviously been "touched" by his experiences with his placement partner Chris. He had invested a substantial amount of time committing to this relationship, and connecting with Chris. In doing so he developed an insight impossible to capture through the literature alone.

Facilitated placements are beneficial for future teachers. "Facilitated" placements offer experiences that cannot be obtained from theory alone. The future teacher can experience real-life situations while developing a relation-based body of knowledge.

Related Theme(s)	**Related Categories**
"Living in" and "learning from" experience (being responsive on the spot and developing a repertoire of strategies)	CMS, REPSTRAT, === O
A sense of uncertainty/strangeness	FEAR, ??, ?DO
Competence in preparation and action	EXPLICIT, CA, ooo
A relation-based investment which leads to greater knowledge of others and one's self	FT/\FT, SIMXDIF, --P-N--

> This placement has helped me to learn more about the special needs populations and special needs programs. It has also helped me to learn a lot about myself as a teacher and a person. I have learned the importance of preparation and knowledge...I have learned that I possess certain

> qualities which are mandatory in order to succeed at this profession. Through this experience I have learned that I am a patient and flexible individual who is quick thinking. (Stacy J.)

Stacy has developed a better understanding of her teaching ability and what is needed of her to excel in her chosen profession. The literature may be able to detail certain qualities needed to be an effective teacher, but, as mentioned, the experience has taught Stacy a few things about herself. It is this type of learning that can thrive within a facilitated placement--the related literature cannot do this on its own.

Facilitated placements give the student a "taste of" the real world of teaching (the uncharted journey).

> I still think in many ways that young practitioners can be exposed to stuff that throws, I think they have to experience what Heidegger calls "thrownness". They have to feel "thrown" into a situation and learn to make the best out of it, okay? But that has to be done in such a way that there's no risk to them, in terms of physical harm or a complete loss of dignity and self-esteem and certainly, there can't be any risk to learners who are there, really, to learn. So, while I do think it's possible to experience that thrownness, I think it has to be a planned experience, because you don't want to risk people's lives and dignity. Placements, I think are very good. Governed placements, empathy sessions....Okay, "Here is a situation. Go. Generate your options, etc. etc." ...working all day with a person is exhausting, frustrating, annoying, rewarding, fulfilling, all of that, all at once. And mostly, there is a lot of generative work needed right there in the moment. I think that's a "thrownness" experience, in many ways, and they have to sort of draw on personal as well as experiential, and I suppose some theoretical, knowledge to do the right thing in the moment. (Maureen C.)

Much of the data spoke to the in-the-moment planning

that Maureen has emphasized in the excerpt above. Planned placements may also help the student develop the ability to "live in" and "learn from" their placement experiences.

> Today has been a very beneficial day for me because it has helped me to see how quickly teachers have to change their lesson plans. Therefore, flexibility is mandatory in this profession. (Stacy J.)

Other realizations may also be made during placements, that otherwise would not have been made by merely reading the literature. Practicum experiences may also serve to confirm what the literature asserts. For example Carlos, a student on a special needs placement learns first hand the complexities involved in phrasing physical education tasks for children with special needs:

> In terms of movement education it would probably be necessary to give him more structure and task-specific problems instead of open-ended tasks which may lead to stress and pressure in order to complete and come up with his own solutions to the problem. Or simply he may have to be given more time to complete his task's solutions to a problem. (Carlos O.)

There are fundamental, transferable skills/traits that must be present for effective teacher action to unfold. There are basic skills that must be present or seen in a teacher regardless of the setting or subject.

Related Theme(s)	**Related Categories**
Competence in preparation and action	EXPLICIT, CA, ooo
Teacher authenticity, responsibility, flexibility, and or competence (or lack thereof)	FI, NOFI, TRespS

Ongoing self-examination (reflection and critical reflection)	RP, CT
"Living in" and "learning from" experience (being responsive on the spot and developing a repertoire of strategies)	CMS, REPSTRAT, === O

> You've got to be reflective. It's called "craft knowledge." You get craft knowledge about how to work with kids and how, what works and what doesn't work and when a fight breaks out, it's never the same fight, and the same kids, and it's never the same solution, but you learn how to deal with them. You learn, you get a repertoire of skills and you learn how to put them together better. It's a slow process. The more hours you put in, reflective hours, not just hours, but reflective hours, the better you get at it. (Don H.)

Teachers must learn to live in the moment to deal with the problems of their practice. As Don mentions above, every problem calls for a unique solution. It is impossible for the literature to cover every potential problem that a teacher might face. "Effective teacher" literature may help; however, "go to" guides just don't exist. Here it seems pertinent that the data have suggested that "teaching is an uncharted journey."

The data posit that some other skills may be developed to help the teacher along this journey. If the teacher is also authentic, responsible, and flexible, his/her journey may become less complicated.

> I think that you have a basic framework to work from. You know, have these ideas on paper or in your head, whatever. But also remain flexible enough to change it as needed. And you only know that (when to change it) when you are in a situation with a child...you've got to be versatile enough to change it in a split second...if you have a fairly enlightened and open attitude about meeting this individual, not just

> the individual with a disability....I think those people (teachers) with those close-minded behaviours have more of a disability then I ever will. (Deb Q.)
>
> I knew that I couldn't fake the theory, and I respect the learners too much to go in and fake, but I knew I wouldn't have to fake the strategizing, the experience, the teaching, the progression. I wouldn't have to fake that, because I was good at that. So, basically, I was very honest with the class, a hundred of them. It's just sickening, standing in front of the group and saying "Now, listen, we're going to have to go on a journey together this year. And this is what it's going to be like." And, you know, they took the journey with me. (Maureen C.)

Regardless of the teacher setting the data established the point that teachers must exhibit the above-mentioned skills and or traits (authenticity, flexibility, responsibility, reflection, and quick in-the-moment thinking) in order to be effective as educators. Having these skills makes the teaching journey a more enjoyable and fruitful endeavour.

Teaching and learning are personal and emotional processes. The practice of teaching is not free from emotion. Emotions are central to all personal action and must be considered when examining one's teaching practice.

Related Theme(s)	**Related Categories**
Relation-based rapport and or idea development	T/\SP, TH
A sense of uncertainty/strangeness	FEAR, ??, ?DO
A relation-based investment which leads to greater knowledge of others and one's self	FT/\FT, SIMXDIF, --P-N--

Teacher authenticity, responsibility, flexibility, and/or competence (or lack thereof)	FI, NOFI, TRespS

> At the present time I am frustrated because my needs are not being met. The instructors and volunteers of the ski program know only vague details of different disabilities. They feel sorry for those of us in wheelchairs. They treat me like an invalid who does not know my own body, abilities and limitations. If anyone got to know me as an individual, I'm sure that their attitudes would change (towards me at least). I feel like a number, just another helpless person who depends on them to ski. (Rich V.)

This excerpt from the critical case sample (special needs) exemplifies the possible implications that a teacher who does not connect with his/her students has. As an educator one must work with a sensitivity to the learner's emotions. The process of learning is definitely not free from emotion. This also holds true for the process of teaching.

> I cannot even express to you how I felt. I had been told by one of the other aides that one of the greatest days would be the first day that Sarah signed your name. Well, I now believe that to be true. I finally felt that I had really touched Sarah, and I can tell you that she has really touched my life. (Kendra J.)

Our society is riven by oppressive structures and social injustice. Our society is characterized by increasing cultural, political, and economic struggles. School must be a place where people develop an understanding of how power circulates, and how they can help change and/or erase oppressive structures. Students must also be given the tools to help them recognize when they are being complicit in their own oppression or in the continuation of oppression.

Related Theme(s)	Related Categories
Oppressive structures and social injustice	INSTATT\/ SXvoiceX
Silence and invisibility and loss of power	NOFI, ISOLATION SXvoiceX
Awareness of oppressive structures and social injustice	SIMXDIF, OSSI, FT/\PPLIFE
Advocate of LRE	ooo

It must be the responsibility of the teacher to ensure that the classroom is a "safe place" for all his/her students. The class must be transformed from a place of dominance to a safe place of equity. To do this teachers must realize their own positions in our culture and the privileges that those positions may support. Not until one has an understanding of this may he/she begin to comprehend the positions of his/her students and take measures to make the learning environment the most conducive for all his/her students to learn.

> I have learned that it is important when programming in any environment to ensure that the specific needs of the individuals with special needs are taken into consideration as individuals, and that the needs of those without special needs are also considered. This will undoubtedly provide the best learning environment for everyone involved. (Kendra J.)

Kendra may over simplify the situation; however, she has a good grasp of the fact that students with special needs have been oppressed for many years and certain steps must be taken to ensure that the classroom is not a place

for this type of treatment to be reproduced. Teaching is not a static profession whereby educators simply profess to a noninvolved class. More so than ever, today's classrooms are filled with a multitude of peoples--peoples that have wrongfully been isolated because of differences in race, religion, economic status, ability/disability, and so forth. The classroom must be a forum for "all" to learn.

An empowering tool for any learner is making them realize that they "can" learn. Many oppressed individuals have been told all their life that they are incapable of such feats--the epitome of oppression. As educators we must provide our students with the tools that liberate them from such primitive, authoritarian hierarchical practice.

> People in general have the ability to understand the world around them, to understand and critique reality as they experience it, the world as they experience it. And with that understanding, to make things better for people who are marginalized, oppressed, disenfranchised. And for people who aren't marginalized. I mean, for people who are regular people. I see responsible personhood as sort of an outcome of empowerment that you can't bear the thought that people are oppressed, that people are in hierarchical relationships that don't allow them to be fulfilled personally, that don't allow them to find out what they are capable of, what they could do. That don't allow them to realize they have choices, options. That don't allow them to have an adventure with learning, instead of just the appropriation of content. I like my learners to learn how they learn...so they can bring it anywhere, and regardless of where they are, they have the tools to learn, to understand, to observe, to critique. (Maureen C.)

To some the approach to teaching that Maureen speaks of may seem romantic. These same people might lack the

authenticity discussed earlier. As an educator concerned with the above issues you are called upon to possess an unbridled honesty which allows prejudices to be continually recognized. To be blunt, a pedagogy of this nature may be seen as quixotic by some because they lack the required level of flexibility, openness and genuineness needed to transform their classroom into a place where equity exists. Many teachers fail to exhibit the qualities mentioned above or engage in such immeasurable honesty. We can all remember at least one or two teachers with whom we have had a less than exhilarating experience.

> There are some people (teachers) who don't like the teamwork effect, who don't want to learn so much about my special needs, and there are more than one. And just kind of think "oh yah, yah, we'll work it out" and really what that means is "oh yah, yah, I don't want to talk about it. You're kind of an inconvenience for me."....They just think "oh God if she can't write the essay that way then she doesn't know what she's doing and what the hell is she doing here?"....I mean they are really losing their chance to grow as a practitioner. (Deb Q.)

> I am a very active risk taker who wants excitement, a challenge and independence. The people at the ski program should recognize my needs, abilities, and desires and accommodate accordingly. Each time I go skiing they restrict me to only 3 hours of skiing at one time because they feel it would be too difficult for me to handle. I know what I am capable of; if I want to ski longer it should be my decision...the teachers of the program are restricting me. (Rich V.)

The purpose of including these two excerpts was not to show how substandard some teachers can be, but to convey the point that becoming a teacher that exhibits the essential traits needed to create and maintain a liberating learning

environment is an important task. It is much too easy to fall into a lifeless pattern of teaching as outlined above. In contrast, developing and maintaining a liberating pedagogy involves a substantial commitment of emotion and time.

CHAPTER FIVE: DISCUSSION/DIALOGUE

Introduction

The intention of this study was not a focus on epistemological approaches that an educator may take in teaching. The focus, as the purpose of the study outlines, was to examine experiences that develop responsivity in practitioners--a characteristic/trait that is characterized by an ability to deal with unique, unclear situations in an effective way, an ability to respond to the diverse demands of practice while meeting the needs of all students. This definition may be broken down into two primary segments: (a) situated responsivity, and (b) macro responsivity. Situated responsivity can be described as action that unfolds when practitioners respond by doing better than they know how given their theoretical and experiential background--an in-the-moment process, whereas, macro responsivity calls upon the educator to respond to the larger social and cultural issues of his/her time. The educator must develop an understanding of his/her own cultural reality as well as a sensitivity to the multiple realities of his/her classroom.

Certain theories emerged as being important for practitioners to gain an understanding of in order to become responsive. Positivism, constructivism, critical theory and reflective practice seemed to be the most prominent areas of discussion. It is at this time in the dialogue that I would like to make clear to the reader that this study is not a critique of any one of these theories. In particular, "positivism" seemed to be the centre of much debate.

Although this investigation speaks to some of the shortcomings of positivism, in no way is it a dismissal of that epistemological stance. Responsivity just happens to emphasize a different stance than that of positivism. To think that an educator can totally ignore the positivistic state of some educational settings would be ridiculous. A professor lecturing to medical students regarding the anatomy of the foot might be an example of a setting where little interaction between the teacher and student is taking place. Instead the professor is professing the facts of the foot. Teaching of this type also calls upon a type of artistry, for lecturing in and of itself can be a very demanding task that may not be done very well by everyone.

One of the major assumptions of the study was that most teacher settings are more dynamic and interactive than the one discussed above. Especially in earlier grades, the teachers are in a more dynamic environment calling upon different types of skills than that of a professor lecturing. The data provided by the informants of the study were consistent with this assumption.

For the rest of this discussion/dialogue I will focus on the problem statement. In doing so I will break down this section by means of the questions outlined in the statement.

How is Responsivity Experienced, Observed, and Manifested?

As partially defined, responsivity unfolds when a teacher deals with unique, unclear situations in an effective way. Much of the data spoke to the notion of

"throwness", a situation in which the teacher felt unprepared or uncertain.

> I remember being in situations where I knew I didn't have the first god damn idea what the hell was going on...(Maureen C.)

When feeling "thrown", teachers must react to the situation with an appropriate sensibility. They will either fall to the challenge or rise up and deal with the demands of the moment effectively--thus manifesting responsivity. This sense of throwness usually simulates what Schon (1983) calls the "indeterminate zones of practice." These "zones" provide the setting within which responsivity may be experienced, observed, and manifested. I intentionally use the word "may" because these settings do not automatically produce responsivity, for not all teachers have the ability to respond effectively to these types of situations. However, it is in these types of settings as opposed to settings that are familiar and/or clear to an educator, that responsivity is most readily experienced, observed, and manifested.

The "indeterminate zones of practice" call upon the educator to be reflective, critically reflective and socially active. These features were what the data presented as the primary components of responsivity. A teacher manifesting responsivity would not necessarily exhibit all three of these features profoundly. However, in most cases he/she would exhibit them to some degree. A very brief description of each component will follow.

The component of reflection seems to provide an umbrella for a number of qualities. Reflection is also tied into teacher creativity/imagination, authenticity, responsibility, and flexibility.

A teacher should be encouraged to learn to look back on his/her actions and unpack them in a way that helps develop an insight into improving future action. An educator is called upon to take careful consideration of his/her beliefs, values, and assumptions, and how they affected his/her performance.

> You've got to be reflective.... It's a slow process. The more hours you put in, reflective hours, not just hours, but reflective hours, the better you get at it. (Don H.)

Teachers may also learn to "reflect in-the-moment". Their in-the-moment processes play an important role in dealing with the "indeterminate zones of practice." In-the-moment reflection calls upon the educator to interpret, analyze, and provide solutions to complex problems as they are occurring. This type of reflection ties into the creative and imaginative components of reflection.

Being able to reflect in-the-moment has a great deal to do with one's ability to create and imagine alternatives on-the-spot. These two qualities seem to go hand in hand. There is relatively little research regarding creativity through an individual's entire life span--most studies seem to focus on creative behaviour in childhood and adolescence. However, creativity can be a very resourceful tool for educators, and

is an area worthy of further investigation.

As an educator there are also certain responsibilities that you have regardless of the setting. Bottom line, teachers are responsible for the students' learning. As a teacher you have to be accountable, competent and dependable--every subject has material that has to be taught. As educators we cannot deny the very directive nature of education. The teacher has a plan, a program, and a goal for the study. Although this material may be unchanging, the environment in which it is presented is far from fixed. Although this framework may exist for the teacher, flexibility is still required.

> I think that you have a basic framework to work from. You know, have these ideas on paper or in your head, whatever. But also remain flexible enough to change it as needed. And you only know that (when to change it) when you are in a situation with a child...you've got to be versatile enough to change it in a split second....(Deb Q.)

Most teachers will tell you that their students "can read them like a book." Students can sense when a teacher is not genuine. Teacher honesty is of utmost importance in providing the building blocks for a rewarding teacher/student rapport. There is not a set of rules by which a teacher may abide that will help him/her become authentic. However, through reflecting, a teacher may gain a better understanding of how he/she can better his/her practice in this sense. Teachers may wish to unpack problems they have had in the past where perhaps they were not as

authentic as possible. For example they may ask themselves: What was it about this situation that made me feel I had to be artificial or dishonest? Why did I see the need to be dishonest? Was it in the student's best interest that I acted in this way? These questions may help the educator put into perspective the importance of being authentic.

Flexibility is a very important characteristic that a teacher should be encouraged to exhibit. For example, teachers do have a certain level of responsibility in terms of supplying the learner with certain material. However, they should not cling dogmatically to a syllabus. If the syllabus does not represent the needs of the students they may wish to change things accordingly. Flexibility to allow for individualization is key as well. For example if a certain project or component of the course does not meet the needs of an individual the teacher may wish to sit down and work through the problem with that student. In doing so they may come up with an alternative project that meets the needs of the individual while still meeting course requirements. Flexibility is key for providing a least restrictive environment for all students. This reflective component of responsivity may also be tied to the creative and imaginative element.

Critical reflection and social action

In being critically reflective an educator seeks to expose that which is oppressive and dominating in his/her culture. School must be a place where students develop an

understanding of how power circulates, and how they can help change and/or erase oppressive structures. Students should also be given the tools to help them recognize when they are being complicit in their own oppression or in the continuation of oppression. Rich seems to have this understanding.

> Each time I go skiing they restrict me to only 3 hours of skiing at one time because they feel it would be too difficult for me to handle. I know what I am capable of; if I want to ski longer it should be my decision...the teachers of the program are restricting me. (Rich V.)

> I see responsible personhood as sort of an outcome of empowerment that you can't bear the thought that people are oppressed, that people are in hierarchical relationships that don't allow them to be fulfilled personally, that don't allow them to find out what they are capable of, what they could do. That don't allow them to realize they have choices, options. That don't allow them to have an adventure with learning, instead of just the appropriation of content. (Maureen C.)

It is here that one should be called upon to realize that responsivity also has larger implications than dealing with situated in-class problems. Larger implications exist; social action. Part of being responsive to the demands of his/her practice also entails that the educator work with a sensitivity to social and cultural issues--a sensitivity that Maureen speaks to above. This does not necessarily mean that educators must lobby against all the wrongdoing in this world, but they should be enticed to develop an understanding of how those issues affect their work as teachers. Teachers may benefit from working with an awareness of how such issues perpetuate themselves in the

classroom.

Can Responsivity Be Learned?

Through text or theory alone, the answer would be no! Developing such a sophisticated ability involves a great deal of commitment, dedication, and investment in time. Although some components of responsivity are more difficult to learn or acquire, all of them can be cultivated to some degree, and thus if the appropriate experiences are offered responsivity may be developed. Stacy speaks to her placement experience.

> Today has been a very beneficial day for me because it has helped me to see how quickly teachers have to change their lesson plans. Therefore, flexibility is mandatory in this profession. (Stacy J.)

The level of development of each of the components would be unique to every teacher; the old cliche, "no two snowflakes are alike."

Are All Teachers Capable of Learning to Be Responsive?

The discussion above is working under the assumption that the teacher was willing to develop the qualities associated with responsivity. A teacher lacking the motivation might be in a position where this type of growth was impossible. With drive, determination, and a willingness to try, most teachers can develop a significant degree of responsivity. This is not to say that all the components of responsivity can be developed to perfection by all teachers. Every teacher will always have areas he/she could work towards improving. So if responsivity can be learned...

What Experiences Develop Responsivity: How Do We Encourage Responsivity in Preservice And Inservice Educators?

The primary components of responsivity (reflection, critical reflection, and social action) have attracted a great deal of attention in the last decade. Educators are beginning to see the relevance and importance of developing an understanding of the issues related to these paradigms of thought and action. Although interest has grown exponentially, the willingness of our education programs to provide experiences that help develop skills related to responsivity have not. The prevalent modes of teacher education may provide related theory but little is done to develop the skills that help complete the marriage of theory to practice (Schon, 1991). In many cases theory is espoused from practice, which in actuality may be a contradiction of the theories educators profess. To become responsive one needs to be provided with more than theory.

"Placements and Throwness"

Teachers, (preservice and inservice alike), should be given opportunities to experience the phenomenon of responsivity outside the boundaries of theoretical instruction. What types of experiences do this? To respond to this question I will draw this discussion back to the first inquiry outlined in the problem statement--how is responsivity experienced, observed, and manifested?

The experiences discussed earlier (starting on page 84) provide the necessary types of practice to complement

instructional theory. Students be given the opportunity to feel a sense of "throwness", to encounter the complexities of the "indeterminate zones"; be put into the types of situations that call for responsivity in order to handle it properly. Both Stacy and Kendra experienced this sense of "throwness".

> This shows the difficulty of working with someone who does not communicate. In a sense, working with Wilma is like a guessing game. (Stacy J.)

> I feared the unknown, I was ignorant at the time, I did not really know anything about deafblindness and wasn't really sure what I was getting myself into...it was time to introduce Sarah and I to each other...I didn't know how to act at this point in time. I kept wondering just how much of me Sarah could see, and wasn't sure if I was supposed to talk to her, after all she was deaf, which to me meant that she wouldn't understand me anyway. This is where I was wrong. (Kendra J.)

Governed and/or facilitated placements provide opportunities for the preservice teacher to experience a vast array of educational interactions. It is most likely on one's first teaching block that a preservice teacher realizes that there is no one way to deal with the demands of his/her chosen career. Placements allow the future teacher to realize that "teaching is an uncharted journey" with no magic solution.

> No I don't (think there is a magic solution). I think it's a process. I think it's just learning the processes of realizing that each new problem creates a situation for a solution. (Dorothy G.)

For the inservice teacher, placements may be offered that place him/her into an unfamiliar teaching environment, thus producing a sense of "throwness." Inservice programs

placing an emphasis on developing responsivity would be best approached through the environment in which this trait is seen as important.

In short, reducing the emphasis on technical skill, and placing greater emphasis on providing meaningful experiences that develop a progressive perspective in practitioners, would be a step in the right direction for many institutions. As opposed to gaining technical information, practitioners would be gaining competencies relevant to their work-world. They would be equipping themselves with the tools needed to deal with the diverse world of their practice--one filled with uncertainty and ambiguity, not absolutism. Stacy explains a few things that her placement has offered her.

> This placement has helped me to learn more about the special needs populations and special needs programs. It has also helped me to learn a lot about myself as a teacher and a person. (Stacy J.)

What Kinds Of Models Are Appropriate For Preservice and Inservice Professional Development?

"Facilitated reflection"

Along with the aforementioned experiences teachers should be given the opportunity to reflect on them. With facilitation the teacher learns how to unpack his/her experiences (in other words reflect-on-action). This type of reflection should be led by a competent faculty member--an individual experienced in reflective practice. This may also be promoted by the keeping of a journal. The student may keep a journal of his/her experiences while on placement. A

good example of a journal guide for a special needs placement may be seen in Appendix C. This particular placement required the student to provide a section of the journal which reflected on his/her experiences. This section was done at the end of the placement. It helped the student recognize his/her assumptions, baggage, and developments. Excerpts from these journals have been used throughout this study.

Schon (1991) himself questions whether or not the prevailing concepts of education could ever yield a curriculum adequate to the complex, unstable, uncertain, and conflictual world of the classroom. Perhaps not; but at least reflective practice could provide an avenue in which this type of curriculum has the best chance, and help educators cultivate the birth of their own responsive practice. Although this road does not take education all the way to the desired destination at least it is heading in the right direction.

Although much has been written on reflective practice in the last 10 years it is very difficult (but not impossible) to incorporate this information into courses, field experiences, and programs. For this reason no two programs are alike nor should they be. Variation and diversity among reflective programs should be expected.

At one end of the continuum are those programs which view reflection as a process that leads to thoughtful mediated action. Reflection is defined in terms of helping

teachers to think about what happened, why it happened, and what else they could have done to reach their goals (reflection-on-action). At the other end of the continuum, teaching is viewed as a moral as well as an analytic enterprise. This approach places more emphasis on the teacher/student relationship, morals, and life values. Prospective teachers are encouraged to reflect on ethical decisions implicit in ordinary classroom instruction and to analyze the purposes of schooling and the political and moral choices they are called upon to make in routine teaching decisions (reflection-in-action). This is where reflection ties into creativity, authenticity, responsibility, and flexibility, all of which play an important part of in-the-moment decision making.

Critical reflection and social action

Graham's (1991) notion of "progressive" teaching has strong ties to responsive teaching. Both emphasize critical reflection, use of alternative interventions (the creation of alternative approaches--there are no magic solutions), and the importance of creativity.

In recognizing the characteristics that make an educator "progressive", Graham (1991) outlined features of teacher education that have been shown to facilitate the development of the aforementioned skills. These features would help develop many of the skills necessary to be responsive.

First, and likely the most influential characteristic

of a teacher education program, is that of the personnel who work within that program. To summarize, both university, and school-based faculty should be encouraged to have a clear commitment to the critical aspects underlying their vision of quality instruction--they should be a group working toward the same goal.

A second feature of teacher education that can be linked to the development of progressive and responsive teaching is an emphasis on an inquiry-centred approach to teaching. Five features characterized this approach: (a) discussions were grounded in the reality of each person's teaching practices--they were not abstract discussions, (b) opportunities for reflection were consistently provided at various levels throughout the program, (c) faculty used a variety of ways (forms and strategies) to promote critical reflection, (d) reflection occurred in a relaxed, open and safe environment for the preservice student, and (e) a tacit devaluing of the technical dimensions of teaching--an assumption pervasive throughout such an approach was that an exclusive focus on technical skills was not only undesirable but also inconsistent with the progressive approach of teaching.

The third feature linked to progressive teaching involves the nature of the practicuum experiences in which the students participated. "Structured" interaction has educational and social benefits for the preservice practitioner. An emphasis is placed on the interaction being

planned and systematic. Interactive experiences should be structured with more in mind than mere exposure. Placement journals provide an avenue for the students to reflect on their experiences.

Opportunities should also be offered that allow the educator to develop a sensitivity to his/her own cultural identity as well as the identities of others. Few examples of such a model exist. Through his placement Scott seemed to have developed a deeper sensitivity to such issues.

> I have learned that people like Chris have overcome greater obstacles then I probably ever will and although Chris and people like him are labelled as different, actually they are no different from you or me. They live in the same world, share the same aspirations, emotions, thoughts, and dreams, yet are still not accepted as a norm in society. (Scott M.)

Although there are few examples of such models there are some which are noteworthy. Experiential learning seems to attack the challenge appropriately, by emphasizing learning by doing. Students are not just reading "about it" they are "doing it"; they are engaged in the process.

Hellison's model from 1985, as outlined in the review of literature, is seen as a model with high credibility because it is field based. This reflective model focuses on individual development leading to local social change.

Action research is another example of an engaged systematic process of learning by doing. It is a collaborative, participatory process in which participants try to improve their understanding of a situation by

improving their understanding of what is occurring--the student immerses him/herself into the "world" in which the phenomenon may be researched. For example a teacher wishing to study responsivity in this fashion would "throw" him/herself into a teaching environment filled with uncertainty, unexpected experiences, and unresolved actions and observe the phenomenon through participation and data collection.

Freire (1987) proposes a teacher education model premised on seven suggestions. These suggestions offer a Freirean agenda for the learning process--they are summarized below.

1. "Dialogue teaching" is a way in which teacher-talk is reduced and student input increased. The teacher should strive to convey to the students that their voice is expected and needed. Dialogue calls for the teacher's art of intervention and art of restraint.

2. "Critical literacy" that provokes critical awareness should be highlighted.

3. "Situated pedagogy"--is a task that asks the teacher to situate learning in the student's cultures, their literacy, their themes, their daily lives, and so forth.

4. "Ethnography and cross-cultural communications" should be emphasized. Simply put, a teacher should strive for an understanding of the population he/she is teaching.

5. The teacher should also endeavour to be a "change-agent". To do this teachers need to study models of

community change to get a better understanding of how to transform their classroom.

6. The teacher should be committed to examining the issue of "inequality in school and society".

7. The teacher can benefit from "voice and drama training" to enhance their presentation skills.

Freire mentions in his own work that these are issues that could not be tackled in one course. However, they are subjects that could and should be covered over the entire teacher education program. He bases this belief on the assertion that teaching is not a transfer of information from a talking teacher to a passive student. Rather, teaching should be an act which encourages students to examine critically their realities, and their relation to society. School should be a place leading students to freedom.

What Are The Benefits Of Having and/or Being A Responsive Teacher

Having a responsive teacher translates into many rewards for the student. Having a teacher that is reflective, creative/imaginative, authentic, responsible, flexible, critically reflective, and socially active means you have a teacher that has the potential to meet your individual needs as a student. As a student you would be exposed to a learning environment that doesn't reinforce the oppressive structures that may have held you back for years in other classes--the benefits of an empowering learning

environment are manyfold for all learners. Your teacher co-constructs a classroom where learning becomes exciting, challenging, and most of all meaningful to you the learner.

> There are some people (teachers) who don't like the teamwork effect, who don't want to learn so much about my special needs, and there are more than one. And just kind of think "oh yah, yah, we'll work it out" and really what that means is "oh yah, yah, I don't want to talk about it. You're kind of an inconvenience for me."....They just think "oh God if she can't write the essay that way then she doesn't know what she's doing and what the hell is she doing here?"....I mean they are really losing their chance to grow as a practitioner. (Deb Q.)

In simple terms, being responsive gives the teacher the opportunity to enjoy the journey he/she decided to embark upon by joining the profession; it is easier to enjoy your job when you do it well. In many ways responsivity provides a beacon while on the "uncharted" journey of teaching--it cannot tell you exactly where to go, but it may provide you with a greater sense of direction. As the beacon may serve a ship in need of direction, responsivity may serve the teacher along the uncharted journey of teaching, making his/her career more manageable and rewarding.

It is hoped that this study has provided some insight into understanding what responsivity is and how it may be developed. More work is needed in order to clarify how these types of experiences may be offered at both the preservice and inservice level. Knowing what to provide and being able to provide it are two distinct matters.

We Shall Be Free

This ain't coming from no prophet just an ordinary man.
When I close my eyes I see the way this world shall be,
when we all walk hand in hand.

When the last child cries for a crust of bread.
When the last man dies for just words that he said.
When there's shelter over the poorest head,
then we shall be free.

When the last thing we notice is the colour of skin,
and the first thing we look for is the beauty within.
When the skies and the oceans are clean again,
then we shall be free.

We shall be free,
We shall be free.
Stand straight, walk proud,
we shall be free.

When we are free to love anyone we choose,
and this worlds big enough for all different views.
When we all can worship from our own kind of pew,
then we shall be free.

We shall be free,
we shall be free.
Have a little faith, and hold out,
we shall be free.

When money talks for the very last time,
and nobody walks a step behind.
When there's only one race and that's mankind,
then we shall be free.

We shall be free,
we shall be free.
Stand straight, have a little faith,
we shall be free.

Stephanie Davis
and Garth Brooks

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Appendix A

Interview Guide

Interview Guide

Note The purpose of this guide was not to dictate the way in which the interviews were to unfold - it is not a checklist. It was intended to make sure that basically the same information was obtained across interviews. It provided topics or subject areas within which I was free to explore, probe, and ask questions that would elucidate and illuminate the phenomenon of responsivity. Taking this approach I was free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style. In doing so, the informant was free to offer his/her insight in a way that recognized the context from which his/her experience was grounded. The interview guide approach is relatively conversational and situational.

How many years have you been instructing/teaching/professing?

What has been the story of your teaching life (sequence, how it has unfolded)

Do you feel you have improved as a practitioner since your first year?

If so, what qualities/traits/skills do you feel you have developed or further developed?

If the previously discussed qualities/traits/skills were not present or as refined as they are today, how did you deal with problems in your first few years of practice?

Did theoretical knowledge "pull you through"?

What types of experiences do you feel develop the qualities/traits/skills needed to teach affectively?

At the pre-service level and in-service level.

Do you believe that there is a "magic solution" for new practitioners to deal with new or unclear situations that may cause problems? Are there experiences which could prepare a new practitioner?

Have you ever been forced to instruct/teach/profess when you felt you were not adequately prepared?

If so, how did you work through this problem?
Was it an affective approach? Why? Why not?

When instructing/teaching/professing do you plan lessons with the intent of following them through regardless of the plans apparent appropriateness?

Do you ever change your plans in the middle of the lesson? Describe your planning and in the moment processes and decision making.

How do you decide "what" you teach?

Has your source of knowledge influenced your program planning?
Do students have a say?
What are the sources of knowledge that the students aquire in your program?
Do you follow the curriculum as outlined by your institution religiously?

How do you decide "how" to teach?

What would you say is your theory of practice or philosophy of teaching? How was this developed?

Has your teaching style or pedagogy changed over the years?

Do you believe that your teaching style contributes to student empowerment - does it provide a liberating experience for your learners?

What does empowerment and liberation mean to you?

How can we foster them?
Is it important to foster them?

To what extent does your program you are involved with respond to the larger social, political, and moral issues of society?

Do you believe this should be an important part of your program? Why? Why not?

What do students and teachers realize from their involvement in your program? In other words what impact does your program have on their outlook?

Whose interests are served by outlooks and skills fostered by your program and scooling in general?

When served, do these interests move more in the direction of emancipation, equity, and social justice, or do they move in the opposite direction?

Appendix B

Guidelines For Recording Critical Incidents

Guideline for Recording Critical Incidents

You have been asked to describe a critical incident from you personal experience as a student with a special need. This incident will serve as data for a MEd thesis which is examining experiences that develop responsivity in practitioners. It is important to highlight an incident that you feel truly exemplifies a teacher that was or was not responsive to your individual needs, and/or was or was not responsive to the demands of the situation in which they were involved. A critical incident may include any of the following types of incidents.

A. What Constitutes a Critical Incident

* An incident in which you feel a teachers intervention made a difference to you as a student.

* An incident resulting from teacher intervention that went well for you as a student.

* An incident resulting from teacher intervention that did not go well for you as a student.

* An incident that is very ordinary or typical.

* An incident you feel captures the quintessence of what it means to be responsive as a teacher. For example explaining an incident where your teacher responded well to the diverse demands of there practice.

B. What to Include in Your Description

* The context of the incident (time, setting, place and so forth.

* A detailed description of what happened.

* Why the incident is "critical" to you.

* What did the teacher do that proved or disproved they were responsive to your needs and/or the situation?

* What you were feeling during and after the incident.

C. Personal Data

Name: (optional)
Date:
Special Need:

Appendix C

Guidelines To Facilitate Reflection in Placement Journals

JOURNAL GUIDELINES

Your journal should be divided into three sections.

Section One Background - History - Context

- Description of your partner or the individuals with whom you are working.
- Information on your partner's condition/special need.
- Description of the site(s) or location(s) of your placement.
- Background on or history of your partner/individuals and the program.
- Contact people with whom you relate/interact.
- Your placement schedule.
- Your role and responsibilities.

Note: You can only supply what you know. You may be able to add detail to this section as your placement unfolds.

Section Two Description and Commentary

Description:

- Graphic, detailed, but not necessarily long descriptions of what happens each visit.

Note: Some programs are repetitive, i.e., same thing every time; provide highlights or noteworthy happenings when sessions are similar visit to visit.

Commentary:

- Your feelings/responses on what happens each visit.
- Your opinion of the program/activities/site.
- How does your placement relate to what you are learning about special needs? about movement education?

Section Three Reflections and Recommendations

Reflection:

- Identify your assumptions/baggage/development/insights using examples from your journal.
- What have you learned about (a) special needs populations, (b) special needs programs, (c) yourself as a teacher and a person?

Note: Expression, spelling, grammar, appearance, organization are taken into account in Section Three.

Recommendations:

- Point form listing of suggestions/improvements for the placement.
- List of appropriate themes/activities (Movement Education) for your partner/individuals.

Appendix D

Definition of Terms

Definition of Terms

1. **Responsivity**
   A trait that is characterized by an ability to deal with unique, unclear situations in an effective way - an ability to respond to the diverse demands of practice while meeting the needs of all students. A trait which leads to effective teacher action; action that unfolds when practitioners respond by doing better than they know how given their theoretical and experiential background.

2. **Critical Theory**
   The examination of the relationship between knowledge and power, motivated by an interest in the emancipation of those who are oppressed and dominated.

3. **Least Restrictive Environment (LRE)**
   An educational environment is considered least restrictive for students when it (a) matches individual abilities with appropriate services and (b) preserves as much freedom and dignity as possible. The goal is to place each student in his or her least restrictive environment. An accurate assessment of each child is of utmost importance. The process of placing each child in their LRE must also include the use of support services.

4. **Reflective Practice**
   The participation in a rigorously honest examination of baggage and assumptions leading to the empowerment of the practitioner undertaking the process.

5. **Scientific Knowledge**
   Knowledge seen as value free, objectified and testable. Knowledge is understood in terms of facts, generalizations, cause and effect laws, and theories. Interests in efficiency, certainty, and predictability are prevalent in scientific knowledge

6. **Social Action**
   Taking responsibility as an educator to be fully cognizant of the political nature of the profession. A critical awareness of the larger social events of the society in which one lives - having an understanding how these events effect life in the classroom, and taking measures to mitigate and ultimately abolish social trends which are oppressive.

7. **Practitioner**
   A person practising a profession for which he/she has trained. For the purpose of this study a teacher is considered a practitioner. However, it should be noted that the notion of responsivity also relates to

practices beyond the teaching profession.

8. **Preservice Practitioner**
   A person in the midst of his/her formal training for a given career. For the purpose of this study the definition spans beyond the traditional educational definition of one who is training specifically to receive his/her Ontario Teaching Certificate (OTC).

9. **Inservice Practitioner**
   A person who has completed his/her formal training and is now in practice. Again for the purpose of this study this definition goes beyond the teaching profession.

10. **Governed/Facilitated Placement**
    A practicle component of training which calls for more than mere exposure. An emphasis is placed on the interaction being planned and systematic in order to develop "first hand" training. A placement which entails reflection has the potential to strengthen the experience.

11. **Empathy**
    To have an understanding of another's situation. To develop an awareness and sensitivity to a person's life-world--to "walk in another's shoes".